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ABSTRACT

This study addresses itself to these topics: (1) the current state of the art in California Career Centers, (2) those materials and programs which students are finding most helpful, (3) the effect the Career Centers are actually having on students who use them, and (4) the effectiveness of Career Centers in providing career guidance services to students. To explore these concerns, the study has four major objectives: (1) to describe the staff composition, facilities, materials and equipment, programs, and priorities of existing Career Centers; (2) to determine, from the students' point of view, the effectiveness of Career Center materials, etc.; (3) to determine the effectiveness of Career Centers on students who use them; and (4) to provide this final report which synthesizes the findings and makes recommendations. (Author)

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A STUDY OF CAREER CENTERS IN THE STATE OF CALIFORNIA:

FINAL REPORT

California State Department of Education
A Vocational Education Act
Research Project – Part C
Project # 37-68130-C-4-035

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This study was completed through a grant from the California State Department of Education under Vocational Education Act, Part C Research Funds. The opinions expressed in the project herein do not necessarily reflect the position of the United States Department of Health, Education, and Welfare or the California State Department of Education nor should any official endorsement be inferred.

PREFACE

This study of California Career Centers had its origin in the growing need felt by Career Center practitioners for a prospectus and evaluation of Career Centers throughout the state. This concern was voiced through the California Career Guidance Association (CCGA), which had been involved in the growth and development of Career Centers since 1970. The CCGA executive committee recognized the need for both a description of the current status of Career Centers, and a critical evaluation of their effectiveness as a career guidance tool, if Career Centers were to continue to draw sufficient funds to grow and operate in an efficient manner. The study was made possible through a grant from the Research Coordinating Unit (RCU), Vocational Education Support Unit, California State Department of Education. It was agreed among the CCGA executive committee that I would take responsibility for writing the project proposal and directing the project, and that my District, the Grossmont Union High School District, would act as the Local Education Agency through which the study would be carried out. In addition, the CCGA would assist in the conduct of the study as members of the Advisory Committee, who, in addition to contributing their practical expertise, would also contribute to the statewide scope of the study in that they represented nine counties from northern to southern California. A third-party evaluator was chosen by competitive bid to develop instrumentation and carry out the study and present their findings in report form. It was felt that bringing in a private firm to conduct the study, together with assistance of persons in the guidance field, would make it possible to carry out the study in the most advantageous manner.

The project was conditionally approved on February 25, 1974. Final approval with changes occurred on September 18, 1974. The contractor was hired in October, 1974, and research began in November, 1974. The first of four phases (Description of Career Centers) was submitted to the Advisory Committee and approved February 18, 1975. The Second and Third Components (Effectiveness of Materials, Media, and Methods, and Impact of Career Centers on Students) were submitted and approved by the Advisory Committee May 16, 1975. This document is the fourth and final phase, which brings together the results and conclusions of the first three phases into a final report written for Career Center staff and administrators.

A great number of people were instrumental in seeing to it that the project was clearly set forth and that adequate funds were made available for its satisfactory completion. Special thanks are due to Dr. Kenneth Demsely, consultant, Career Education Task Force, Secondary Education Program, and Dr. James Crandall, coordinator in Vocational Education Research, Program Services Section, Vocational Education Support Unit, for providing technical expertise and encouragement. We would also like to thank Mr. Roland Boldt, chief, Program Planning and Development Section, Program Services Section, Vocational Education Support Unit, and Dr. Anne Upton, program administrator, Pupil Personnel Services Core, General Education Support Unit for providing valuable input in the form of encouragement as well as technical assistance. Dr. Stan Greene, consultant in Pupil Personnel Guidance Services Core, General Education Support Unit was invaluable in his role as a synthesizer of the Vocational Education and Guidance portions of the study.

The study was overseen by a 12 member Advisory Committee listed on the following page. Their technical expertise and coordinating efforts in the conduct of the study were essential in assuring the in-depth statewide scope of the study. In addition, the study would not have been possible without the sincere cooperation of the large number of Career Center staff who contributed their time and thought to this study, and to the hundreds of students who completed the surveys and provided the data base on which this study rests. Our final thanks go to Stephen H. Ellis, Naneene S. Ellis, and F. Lane Mason, who carried out the study and most ably wrote the three interim reports and the final report. The study objective has consistently been to provide a research document which will be of use to practitioners in the field, and we feel that this objective has been fulfilled with the publication of this research report.

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CHAPTER I

INTRODUCTION

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INTRODUCTION

In response to the long-recognized need for career guidance in the schools, Career Centers have mushroomed throughout the state in the past several years. The Career Center concept has spread rapidly, largely because students seem to be responding favorably to the services provided. The name Career Center, however, does not necessarily imply one particular type of design, one cluster of services offered, or one pattern of utilization by students. The name Career Center refers to simple information centers as well as to centers that form the hub of a formal career guidance program. The philosophical commitment, the staffing patterns, and the types of equipment, materials, and programs available differ from center to center.

This report will focus on Career Centers as the hub of a wide variety of career guidance techniques which can be used efficiently and constructively by career guidance personnel to facilitate the career development of students. As explained by Norman Gysbers, the past president of the National Vocational Guidance Association, "Career guidance should be thought of as describing activities and processes, while the term career development should be thought of as describing and explaining an aspect of human development. Career guidance is what is done to stimulate and enhance an individual's career development (1971, p. 33)." Based on a six-month study of Career Centers throughout the state, this report will make specific recommendations concerning the operation of a Career Center as it relates to the career development of students.

The study upon which this report is based addressed itself to a series of questions that needed to be answered before additional resources were committed to the further expansion of Career Centers:

(1) What is the current state of the art in California Career Centers?

(2) Which Career Center materials and programs are students finding most helpful?

(3) What effect are Career Centers actually having on students who use them?

(4) Are Career Centers an effective means of providing career guidance services to students?

To answer these questions, the study had four major objectives: first, to describe the staff composition, facilities, materials and equipment, programs, and priorities of existing Career Centers throughout the state; second, to determine from the students' point of view the effectiveness of Career Center materials, equipment and programs; third, to determine the effectiveness of Career Centers on students who use them; and fourth, to provide a final report which synthesizes the findings of the study and makes recommendations to assist career guidance personnel in implementing and improving Career Centers.

To meet the first objective, extensive survey information was gathered from 182 Career Centers throughout the state, and interviews were conducted with personnel in 55 Career Centers. This information provided the basis for the subsequent evaluations during the second and third phases of the study. A Student Career Center Survey (SCCS), which was designed to determine the effectiveness of Career Center materials, equipment and programs, was administered to 1107 students in 14 schools with Career Centers that had been in operation more than one year. The Student Profile for Exploring Careers (SPEC) and the Career Development Inventory (CDI) were administered to 1626 and 1382 students, respectively, in 19 schools to measure the effectiveness of Career Centers on students who use them.

Although a great deal has been published on career guidance theory, very little has been written on Career Centers as an educational tool for facilitating the career development of students. The first stage in the effort to provide practical guidelines for implementing Career Centers is represented in articles (Jacobson 1971, 1972a, 1972b, 1972c) and by an initial handbook (Fillmore, 1971). These were then followed by a series of handbooks developed and published through district and county offices of education (Task Force on Career Information Centers, 1972; Riverside County Regional Occupational Program, 1973; Guido and Guyer, 1973; and Ogilvie, 1974) and two privately-produced filmstrips (Jacobson 1974a, 1974b). All of these publications focus primarily on the description of Career Centers, what they are, and what they should do, and on the basis of local experience, make suggestions relating to staffing, the purchase of materials and equipment, and sometimes, Career Center activities. One reference in the literature (Jacobson, 1974) reports student opinion of a Career Center, gathered from a survey administered at one high school during the first and second year of the Career Center's operation.

The present study represents the next stage in the effort to assist guidance personnel to implement, maintain, and improve Career Centers. This report goes beyond the work done in previous publications in two major ways: it has a statewide instead of a local data base, and it makes recommendations that are based on data that has been subjected to in-depth analysis. In the chapters that follow this Introduction, each of the essential parts of an operational Career Center are discussed separately: the staff, printed and audio-visual sources of occupational and educational information, programs and activities, finances and evaluation. Each chapter includes recommendations, which are designed to furnish practical guidelines for career guidance personnel in each of these vital areas. Where appropriate, suggestions follow the recommendations. The suggestions are based on interviews with career guidance personnel throughout the state, professional literature, and the expert opinion of the Advisory Committee, and are meant to be read primarily as suggestions or ideas.

In Chapter VI, Career Centers are considered as total operational units and discussed on the basis of their impact on students who use them. General areas of Career Center strengths and weaknesses, as they relate to the career development of students, are discussed here. Chapter IX focuses on the effective interrelationship between all aspects of a Career Center. The discussion in this chapter falls under the ruberic of "How to" implement, maintain, and improve a Career Center, making maximum use of each of its component parts. This chapter alone, plus the Summary of Recommendations will provide useful information for individuals who do not wish to read the entire report.

Methodology

The conduct of the research study was broken into the four basic areas described earlier: (1) description of existing Career Centers, (2) effectiveness of programs and materials, (3) impact on students, and (4) synthesis of the previous information into a final report. This section deals with the research strategies used to obtain the data and includes discussion on the sample selection, instruments used in the study, and procedures adopted to obtain the necessary information and data.

Sample

In the conduct of a research study of this magnitude, it was necessary to comprehensively establish the sample population. First it was important to compile a list of California Career Centers and from this list, then obtain a random sample of Career Centers. Secondly, a stratified, controlled sample as explained by Raj (1972) was chosen to enable a closer and more intensive examination of Career Centers. Thirdly, a sample of students within each school of the stratified sample was obtained. In order to compile a list of Career Centers, each member of the Advisory Committee was asked to submit a list of at least ten schools with Career Centers in his or her geographical area. Additionally, a letter was sent to each of the 58 County Pupil Personnel and Guidance Coordinators, explaining the study and requesting the names of schools in their county which had Career Centers. Follow-up letters were sent to San Francisco and Los Angeles Counties and these counties were further contacted by phone. Including the names of schools gathered from other sources, and making allowances for duplication and incorrect listings, over 320 names of schools having Career Centers were obtained by February 1, 1975.

Each school was then identified according to the size of the district, the wealth of the district, its geographical location, and the extent of urbanization. First, the Average Daily Attendance (ADA) figures published in "1972-73 California Public Schools: Selected Statistics" were used to classify the size of the district. Districts were classified as small (S_1) if the ADA was less than 1,000; medium (S_2) if the district ADA was between 1,001 and 5,000; and as large (S_3) if the ADA was greater than 5,000. Approximately one-third of the secondary school districts in California fall into each of these three categories. Second, current expense per unit of ADA, also from the above document, was used to indicate the wealth of the district. These classifications were listed in quartile form: Q_1, Q_2, Q_3, and Q_4 (wealthiest district). The quartiles into which a given level of current expense per unit of ADA falls depends on the size of the district in which the school is located.*

Thirdly, the geographical location of the school was classified by the Standard Metropolitan Statistical Area (SMSA) in which the school is located. SMSAs are extended metropolitan regions defined by the United States Bureau of the Census. Fourth, each school was labeled as either Rural (R), Suburban (S), or Urban (U), depending on the extent of urbanization around the school. In conjunction with Census Bureau definitions of urbanized areas, schools in central cities of urbanized areas were classified as Urban, those in the suburban fringe as Suburban and those which were not in urbanized areas as Rural. Table 1 below, shows the breakdown of the sample of schools completing the Career Center Questionnaire (CCQ) according to the above characteristics. The twelve community colleges are not included because comparable size and wealth data is not available. Table 2 shows the distribution by SMSA and Urban-Suburban-Rural classification.

After the schools were classified, each identified Career Center was sent a copy of the Career Center Questionnaire (CCQ). Additional information about each school's Career Center and the composition of the student body was included in each completed questionnaire that was returned. This information included data on the racial composition of the student body, the number of

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* Approximating current expense for the primary grades at 76% of the current expense of the secondary grades made it possible to extract the current expense for secondary schools in unified districts.

TABLE 1

CHARACTERISTICS OF SAMPLE OF SCHOOLS PARTICIPATING IN STUDY OF CALIFORNIA CAREER CENTERS

District Size	Urban Suburban Rural Location	Wealth of District Q_1 Poorest	Q_2	Q_3	Q_4 Wealthiest
Below 1,000 Average Daily Attendance (S_1)	Urban	0	0	0	0
	Suburban	0	1	0	2
	Rural	2	8	4	4
Between 1,001 - 5,000 Average Daily Attendance (S_2)	Urban	0	1	0	0
	Suburban	3	2	6	4
	Rural	5	8	12	3
Above 5,000 Average Daily Attendance (S_3)	Urban	8	17	21	9
	Suburban	3	21	5	10
	Rural	2	1	1	0
					N = 163

* Seven (7) schools for which insufficient data was available and 12 community colleges are not included in this table.

years that the center has been in operation, and the "level" of Career Center, which later enabled each Career Center to be classified according to the size of the staff, and the scope and extensiveness of the services provided.

Of those Career Centers which returned the Questionnaire, 47 (26%) reported that they have been in operation for less than one year; 56 (31%) reported that they have been in operation for between one and two years; 35 (19%) have been in operation between two and three years; 24 (13%) between three and four years; and 10 (11%) for more than four years. The racial composition of the schools was established to insure that a racially balanced sample was chosen and to examine possible differences between schools. Of the schools which indicated the racial composition of their student body, 30 (19%) have between 0 and 5% minority students; 32 (20%) have between 6% and 10% minorities; 33 (21%) have between 11% and 20% minority students; 31 (20%) have between 21% and 40% minority students; and 31 (20%) have more than 40% minority students.

Level of Career Center

On the basis of the information contained on the completed CCQs, Career Centers were classified into four categories. Career Centers are frequently referred to by county and district coordinators as first and second generation centers, which suggests that the differences among them are a matter of development, or stages of growth and expansion. This view is consistent

TABLE 2

BREAKDOWN OF COMPLETED QUESTIONNAIRES FROM CALIFORNIA CAREER CENTERS ACCORDING TO SMSA AND URBAN-SUBURBAN-RURAL CLASSIFICATIONS

	Urban	Suburban	Rural	Total
Anaheim-Santa Ana-Garden Grove	7	12	5	24
Bakersfield	7	1	1	9
Fresno	1	0	3	4
Los Angeles-Long Beach	1	3	0	4
Modesto	2	0	0	2
Oxnard-Ventura	8	1	1	10
Sacramento	4	5	4	13
Salinas-Monterey	1	0	0	1
San Bernardino-Riverside-Ontario	4	6	5	15
San Diego	9	13	1	23
San Francisco-Oakland	5	20	4	28
San Jose	11	2	1	15
Santa Barbara	2	1	2	5
Santa Rosa	0	1	2	3
Stockton	1	0	1	2
Vallejo-Napa	0	1	2	3
Total	63	66	32	161

Counties Not in SMSAs		
Mendocino	1	
Santa Cruz	3	
Tulare	3	
Sutter	1	
Butte	1	
Colusa	2	
Merced	2	
Trinity	2	
Placer	1	
Sierra	1	
Yuba	1	
Sutter	1	
Tuolumne	1	
Shasta	1	
Total	21	
	Total Number	182

with the information accumulated from the questionnaire and interviews. Many Career Centers have interesting or elaborate programs but none of the centers contacted for the study conduct individual programs that are unique to that particular Career Center.

Although the time required to implement a fully functioning Career Center varies from school to school, most Career Centers need at least a full year to get their programs organized and operating smoothly. Career Centers that have been in existence one year or less, therefore, fall naturally into a category by themselves and were classified as Level #1 centers. Career Centers that are in the second year or more of operation have identifiable organizational formats and programs. The factors involved in distinguishing between these centers are as follows: (1) the size and qualifications of the staff, (2) the variety and extensiveness of the programs offered or coordinated by the center, (3) the degree of coordination with other school activities and guidance programs.

Level #2

The first type of center is essentially a Career Information Center. The main objective of these centers is to provide students and teachers with a wide range of career and educational information, and to coordinate activities designed to encourage students to use the information. The staff can include a full or part-time professional (Career Counselor or Work Experience Coordinator), and either secretarial or paraprofessional assistance, but sometimes these centers are staffed only by a paraprofessional who has secretarial or clerical assistance. In addition to updating materials and assisting students in finding information, this type of Career Center usually coordinates two or more of the following activities: a) public relations activities to motivate students to use the center, b) a guest speaker program, c) group orientations to the center, d) the administration of interest tests. The professional either provides some one-to-one counseling or group career counseling, or coordinates a work experience or exploratory program. This type of Career Information Center seldom coordinates activities with the rest of the school, and serves faculty and students primarily on a drop-in basis.

Level #3

In the second type of Career Center, the concept of career development as a process begins to emerge. These centers conduct all of the activities of a Career Information Center but coordinate them in a more integrated manner. A larger staff also enables these centers to add new programs. The staff typically includes at least one full-time and sometimes two professionals (a Career Counselor and a Work Experience Coordinator), and one paraprofessional, or a secretary who assumes the responsibilities of a paraprofessional. In addition to conducting most of the Career Center activities outlined above, this type of center attempts to engage students early in the career decision-making process and to maintain continued contact with them–at least once a year. A classwide orientation, usually through a Social Studies class is commonplace. The staff at these centers often conceptualize the Career Center as the "heart which pumps blood into a career development program" throughout the school. Therefore, working with the faculty becomes a high priority.

Level #4

The majority of centers contacted for this study fall into the two categories outlined above. The next stage of Career Center development is a "Full Service Center," or a center with more elaborate and expanded programs and more complete integration with other school activities and guidance programs. The rapid development of these centers is usually a product of substantial federal funding, strong support from the administration, total cooperation and commitment on the part of the counseling staff, or tremendous promotional efforts on the part of the Career Center personnel. The Level #4 center is usually staffed by two or three full-time professionals

and two or more paraprofessionals or Career Aides. Level #4 centers are not so much distinguished by different or unique programs but by the breadth and extent of the activities they coordinate. In a Level #4 school, the Career Center is well integrated with the rest of the school guidance and/or educational functions. Frequently, these centers are located in a guidance complex, or staffed on a rotating basis by all of the counselors, in addition to the full-time staffing previously-mentioned.

Based on the information provided in the CCQ, and supported by onsite visits, it was possible to classify participating schools into levels. Forty-seven (26%) were Level #1; 73 (40%) were Level #2; 57 (32%) were Level #3; and 4 (2%) were classified as Level #4 centers. It was also useful to have a control group, by establishing a Level #0, or schools which did not have a Career Center.

Stratified Controlled Sample

By February 28, 1975, 130 CCQs had been returned, and from these the stratified controlled sample of Career Centers was identified. The sample was chosen on the basis of wealth of district, racial composition of the student body, extent of urbanization, and level of the Career Center defined above.

The characteristics of the stratified sample (level, racial composition, wealth of district, degree of urbanization) are shown in Table 3 below. In each cell, the level of the school is indicated, with the percentage of minority students given below in parenthesis. For example there is only one urban school at the Q_2 level of current expense per unit of ADA. It is a Level #2 school with 49% minority population. The even spread shows that the sample was very diverse on the basis of the four identifying criteria.

Student Sample

In order to obtain representative student samples across grade levels, obligatory classes were requested in the participating schools. History, English and required classes were most often chosen. In a few isolated cases the only classes available were electives. In addition, each school was supplied with 20 SCCSs to be administered in the Career Center. It was expected that students who used the Career Center more than the general student population (in the classroom) would give a more concentrated appraisal of Career Center operations. For most questions, however, the differences proved to be insignificant.

The Student Career Center Survey (SCCS) was administered to 41 (4%) seventh graders, 6 (1%) eighth graders, 229 (21%) ninth graders, 244 (22%) tenth graders, 284 (26%) eleventh graders, 232 (21%) twelfth graders, and 66 (6%) students at community colleges, for a total of 1102. The Student Profile for Exploring Careers (SPEC) was administered to 1626 students, which included 87 (5%) seventh graders, 84 (5%) eighth graders, 297 (18%) ninth graders, 370 (23%) tenth graders, 374 (23%) eleventh graders, 388 (24%) twelfth graders, and 7 (1%) community college students. A total of 1382 Career Development Inventories (CDI) were administered, which included 28 (2%) seventh graders, 55 (4%) eighth graders, 314 (23%) ninth graders, 365 (26%) tenth graders, 331 (24%) eleventh graders, 299 (22%) twelfth graders. No CDIs were administered at the community college level.

Although this study was originally conceived of as an analysis of California Career Centers, grades 7-14, it soon became evident for a number of reasons that the focal point of the research would be at the high school level. Of the 500 schools having Career Centers identified by the researchers, 30 (6%) are community colleges, 32 (6%) are junior high schools, and 88% are high schools. Of the 182 CCQs returned, only 12 (7%) were from community colleges, and 7 (4%) were from junior high schools. Secondly, Career Centers in high schools have an orientation and purpose different from those in junior high schools or community colleges. Career Centers in junior high schools are most often Career Information Centers, facing a student population for whom

TABLE 3

DISTRIBUTION OF LEVEL OF CAREER CENTERS IN SCHOOLS ACCORDING TO DIFFERENT URBAN-SUBURBAN-RURAL CLASSIFICATION AND WEALTH OF DISTRICT
(Phases II and III)

		Urban-Suburban-Rural Classification		
		Urban	Suburban	Rural
Wealth of District	Q_1	Level 4 (5%) Level 1* (4%)	Level 0* (6%)	Level 2 (14%) Level 0* (17%)
	Q_2	Level 2 (49%)	Level 4 (15%)	Level 3 (23%) Level 1* (41%)
	Q_3	Level 3 (6%) Level 3 (14%)	Level 2 (4%) Level 1* (12%) Level 0* (2%)	
	Q_4	Level 4 (35%) Level 3 (2%)	Level 2 (14%)	Level 4 (1%) Level 1* (26%)
				N = 19

The level of the Career Center as defined above is shown along with the minority composition at the school, in parenthesis.

* No SCCS administered.

the prospect of work is far in the future. They are not able to engage these younger students in a work experience program, and are usually hamstrung by the lack of funds. Consequently, Career Centers in junior high schools are almost always at an earlier stage of development than their high school counterparts.

Career Centers in community colleges have been deemphasized in this study for other reasons. Teachers at community colleges were not willing to give up classes for the administration of the student surveys and, therefore, the student surveys were administered on a walk-in basis at the school cafeteria or Career Center. In the absence of a controlled situation, many students did not pay serious attention to the questionnaire. Furthermore, at community colleges, the student population is more heterogenous than at the high school level, and the impact of the Career Center on students is more difficult to single out from among all the other influences on the student's career orientation. Thirdly, because of the absence of classroom career orientations, daily bulletins which publicize Career Center programs, or coordination with work experience (which is totally different at the college level), the Career Center at the community college level is heavily dependent on voluntary participation. It is believed that Career Centers in Community Colleges face such a different problem in terms of motivating the diverse student population, many of whom are exploring second careers, to take advantage of the services offered, that utilization and impact measures are not directly comparable to those obtained from high schools and junior highs.

Instruments

The Career Center Questionnaire (CCQ) was designed to obtain general information about Career Centers. It is fourteen pages in length, and contains over a hundred questions dealing with all aspects of Career Center facilities, staff, and operations. It takes 45-60 minutes to complete. A copy of the CCQ is contained in Table B of the appendix. The Student Career Center Survey (SCCS) is a 64 question machine-scorable survey designed to measure the student's utilization and opinion of the effectiveness of the materials, equipment and staff in the Career Center. It was administered to 1102 students in 15 secondary schools and community colleges throughout the state. The version administered in the Career Center contained an additional write-on/tear-off page which was scored separately. It usually takes 15-25 minutes to administer. A copy of the SCCS is presented in Table C of the appendix. The Student Profile for Exploring Careers (SPEC) was designed for this study. It is used to measure the student's self-assessed level of career awareness, his progress in career exploration and planning. It contains 57 multiple-choice questions, and three write-in responses. The SPEC requires approximately 35-45 minutes to administer. A copy of the SPEC can be seen in Table D of the appendix. The Career Development Inventory (CDI) is an instrument of 91 multiple-choice questions, designed by Donald Super (1972) to measure three dimensions of career development: Planning Orientation; Resources for Exploration, and Information and Decision-making. For use in this study, five additional student-identifiers were added to the back of the CDI. One 45-50 minute class period was required to administer the CDI.

Procedures

During the course of the study, the authors and the Career Center Advisory Committee met to discuss the progress of the study, the instruments to be used, the schools to contact, the writing format for reports, and the recommendations resulting from the findings of the project. The Advisory Committee played an active role in the course of the project, meeting on June 5, 1974, December 13, 1974, February 17, 1975, May 16, 1975, and June 6, 1975. With the help of the committee, the compilation of the list of Career Centers throughout the state began December 1, 1974 and the first 200 Career Center Questionnaires were mailed on January 3, 1975. Soon thereafter, during the month of January, 1975, 40 Career Centers were visited to interview staff, discuss the questionnaire the investigate interesting features of the Career Center.

A report based upon the results of the CCQ and the visitations to the Career Center was submitted to and approved by the Career Center Advisory Committee at the meeting held in February.

By March 1, 1975, the sample of selected Career Centers for the next phases of the study had been chosen. During the last two weeks in March, 1975, the authors visited 26 Career Centers and, with assistance from the Career Center staff, administered the SCCS, the SPEC, and the CDI at the 19 participating schools. At the same time over 50 interviews with students were conducted to help interpret the findings of the instruments.

After the surveys were administered and the answer sheets collected, the machine-scorable answer sheets were read on the Grossmont Union High School District's Op-Scan Reader and the results coded on tape. Soon, thereafter, data analysis began using the Burroughs 6400 computer at the University of California at San Diego (UCSD). The Statistical Package for the Social Sciences (SPSS) was used to provide data reduction and simple analyses. Programming support was provided by UCSD personnel.

The preliminary data analyses were basically cross-tabulations in order to identify differences in response patterns between groups of students. The most important variables which served as a basis for grouping students were: (1) numbers of visits to Career Centers, (2) school name, (3) level of school, (4) grade level, (5) report card grades, and (6) post-high school educational plans. In addition to the cross-tabulations obtained with the use of the SPSS package, more elaborate data analysis was performed by the authors with the use of an Olivetti P602 desk top computer.

The data reported reflects three types of statistical analyses. First, many of the summaries are shown as percentages of responses. The raw score, or the total number of responses is shown with the percentage of the raw score in relation to the total number of responses. Secondly, mean scores for a range of responses are often reported. The means are based upon a Likert-type scale of 0 to 3 or 1 to 5 depending upon the available choices. The mean rating is an average score based upon the weighted sum divided by the total number of responses. The third statistic presented in the report is the F statistic. The F ratio is used to determine if significant differences occur between a group of means. F ratios for linearity are reported to establish whether differences between the means increase in a linear manner. Non-significant F ratios indicate that there is no difference between the means and non-significant tests of linearity indicate the mean does not increase in a linear manner.

A report containing the results from the SCCS, interviews and other data pertaining to effectiveness of materials and programs was presented to the Advisory Committee on April 30, 1975. A report presenting the results from the SPEC Sheet and the CDI, interviews, and other data pertaining to the impact of Career Centers on students who use them was presented June 30, 1975. Both of the above reports were discussed and approved at that time. The present report was submitted and accepted June 18, 1975. This report represents a synthesis of the major findings included in each of the previous reports, in addition to recommendations and suggestions that are appropriate for persons involved with Career Centers.

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CHAPTER II

A STATEWIDE OVERVIEW OF CAREER CENTERS

Most Career Centers share a basic raison d'être–to centralize in one easily-accessible location all of a school's career guidance services, and a set of general goals–to increase a student's awareness of himself, of a variety of occupations, and of the world of work in general, and to assist students with their career planning. Some Career Centers emphasize job placement and others emphasize counseling. Some are essentially occupational libraries and others seek to influence the school's other educational and guidance functions. Beyond that, Career Centers vary considerably in intention and in the scope of services provided. The variety of origins of Career Centers are reflected in their names: Career Guidance Center, Career Education Center, Counseling Resource Center, Career Development Center, Life Style Center, and Career Information Center. Some of these centers are based upon the career guidance model and some upon a career education model; some emphasize counseling and some emphasize work experience education. Even those centers which share the same name, such as "Career Guidance Center," differ considerably from school to school.

What is a Career Center?

Career education has been defined as "an educational thrust designed to infuse concepts of career development and preparation into all disciplines . . . and provide each student with a coordinated educational experience consisting of career awareness, career exploration, career preparation, career guidance and placement " (Career Education Task Force, 1974, p. 10). The term career guidance refers to "the utilization of techniques" intended to stimulate an individual's career development (Cunha, *et.al.*, 1972). These techniques include dispensing career information, interest testing and a variety of programs, such as speakers, field trips, and work experience. Career Counseling is in turn, one aspect of career guidance (which describes the relationship between a trained counselor and a client). Career Counseling may or may not be part of the services offered by a Career Center.

The differences among Career Centers are primarily a matter of development, of stages of growth and expansion. A Career Center does not exist in isolation: a Career Center's development is a function

of its relationship with the rest of the school. Once a center is implemented, its development is largely dependent on the amount of support it receives from the school administration, the counseling department, the faculty, and the students. Some centers begin as a room filled with career information, and receiving little support, remain only an information service, serving interested students on a drop-in basis. By the addition of career counseling, speakers programs, and/or work experience programs, other Career Centers are able to more adequately meet the needs of larger numbers of students. With substantial support from the administration and participation of all school guidance personnel, a Career Center can grow beyond the purpose of a room which houses career guidance services and interact closely with a school's other educational and counseling functions.

Thus any discussion of Career Centers in California must necessarily include a variety of physical and ideological arrangements. On the basis of comprehensive questionnaires submitted by staff members of 182 Career Centers, the answers to the questions "What is a Career Center?" and "What does it do?" can be discussed with an eye to the wide range of options and variations evidenced throughout the state.

Who Initiates It?

The operation of a Career Center is seldom a responsibility that is assigned; it is usually a responsibility that is assumed, most often by a counselor, sometimes by a school administrator or a district coordinator who takes it upon him or herself to work with the principals to support and staff centers in schools throughout the district. Occasionally the implementation of Career Centers will be a county-wide effort, led and supported by an ROP Coordinator or County Coordinator of Pupil Personnel Services. The county can provide leadership, but the actual support for a Career Center must come from within each school itself. Others who are sometimes responsible for initiating a Career Center are work experience coordinators, teachers, and librarians.

The survey information suggests that there is no strong correlation between the individual who starts a Career Center, and the emphasis of the resulting Career Center program. For example, a Career Center begun by a work experience coordinator does not always emphasize work experience, any more than a program begun by a counselor neglects work experience in favor of other guidance functions. In the course of the study, it has been observed that the one common denominator for all individuals who have started a Career Center is their enthusiasm and willingness to take on extra work to promote and expand the center.

Location

In most cases, Career Centers are located wherever there is space available in a school. In overcrowded schools, a Career Center is likely to be relegated to an isolated and out-of-the-way location. In schools with a decreasing student population, a larger and more central location is usually possible. Of the Career Centers surveyed, 24 (13%) reported that they are located in or near the counseling offices, 38 (21%) reported that they are in or near the library or media learning center, and 14 (8%) are near the administrative offices. The remaining reported locations of Career Centers are varied, and include classrooms, wherever they are available, rooms near the lunch area or the cafeteria, trailers, and student centers. On the whole, most centers begin with whatever space is available and move to more suitable locations as the opportunity arises.

The location of a Career Center inevitably brings with it certain associations. A location in the library reinforces the information service function of a Career Center. A center that is located near the counseling offices is more likely to include counseling as an important component of career guidance. A center near a school's administrative offices will naturally have a more "official" atmosphere–at least in the minds of the students.

There is an important reason that the Career Center be located near the counseling offices. If it is separate, the attitude that career guidance is being done "over there" and is not the

counselor's responsibility, is inevitably nurtured. The predominent opinion of Career Center staff and experts in the field of career guidance, is that the ideal location for a Career Center is near the counseling offices, away from the administrative offices, near the lunchroom or student center, and in a heavy student traffic area. However, this ideal combination is usually difficult, if not impossible to accomplish, except in a new school where a Career Center is included initially in the overall design or in a school undergoing extensive earthquake remodeling. Barring the ideal, most guidance personnel try to locate a Career Center in an area of the school that is heavily trafficked and easily accessible to students. Of the Career Centers surveyed, only 5 (3%) report that they are not easily accessible to students, and 34 (19%) report that they are not in a heavy student traffic area.

Facilities

In addition to the location, the square footage of a Career Center can significantly influence the nature and scope of its operations. The facilities of the Career Centers surveyed range from two large adjoining classrooms, a total of 2,000 square feet or more, to 80 square feet, or the size of a small office. The majority of centers surveyed operate out of a facility that is equivalent to the size of between one half and one full classroom, or 500 to 1,000 square feet.

Comment: If the center is to be a place for students to be, to browse among the career information resources, use individual study carrels, and talk to counselors, college representatives, and speakers, it must be at least 500 square feet. If it is much smaller, the center functions primarily as an office out of which materials are dispensed and activities coordinated. The larger centers have several obvious advantages: large numbers of students, or entire classes can be brought into the center for orientations, testing, and career units, or to hear a speaker, and still allow space for other students to use the center's resources and space for counselors to talk privately with students.

The rule, however, should not be "the bigger the better." The size of a Career Center should be a function of the activities it coordinates and the services it provides. In most schools, 500 square feet is ample space; in others, a room of 2,500 square feet is more than justified.

Once the scramble for space is over, the next task is to decorate the center. Funds for this purpose are frequently scarce, and many centers have been furnished and decorated with little or no capital outlay. Luckily, Career Center personnel seem to be handy with a hammer and paint brush. Many centers have a homey appearance because they are in fact "homemade." Local Lions, Rotary, or Kiwaniis clubs frequently have donated money, furnishings, or equipment to the center. Centers have also organized parent and student volunteers to assist in the painting and decorating.

In most centers, emphasis is placed on a non-institutional look. There are carpets, sometimes a sofa or soft chair, tables and chairs, and individual study carrels. Posters, colorful bulletin boards, and other eye-catchers decorate the walls. The overall impression one receives from visiting a large number of Career Centers is their visibility. A student walking into a Career Center is literally surrounded with career information that is accessible and colorfully displayed. It is unfair to suggest that "if you've seen one [Career Center] you've seen them all," but there does seem to be a pervasive code governing the appearance of Career Centers.

What Does a Career Center Do?

Although everything discussed above pertaining to the organization and decoration of Career Centers is important, visits to 55 Career Centers combined with survey data suggest that an attractive and accessible Career Center is not necessarily indicative of a successful or extensive Career Center operation. The true distinguishing factors among the Career Centers surveyed are their programs. The information service is a basic and important part of a Career Center function, but once they are implemented, most Career Centers assume a more active dimension, reaching out into the school and the community.

Common Programs

A nucleus of activities and programs which are central to the operations of at least three fourths of the Career Centers surveyed were identified. For the most part, these activities pertain to publicizing the Career Center and motivating students to use the educational and career information resources. Publications in the daily bulletin are perhaps the easiest, and considered by Career Center personnel to be the most effective means of informing students of Career Center activities. When time and staff are available, Career Center personnel will visit individual classes to talk to students. In 157 (86%) of the Career Centers surveyed, staff members make these classroom visits, which range from an informal presentation of Career Center materials and services to an elaborate "road show" complete with films or slides, a pep talk, and a class discussion. From interviews with Career Center personnel and discussions with classroom teachers, it was gathered that most Career Counselors or career technicians are willing to talk to every class that will admit them and are likely to leave only upon request.

In addition to the class visits and daily publications, most Career Centers coordinate orientations to the center. This activity, which is rated by Career Center personnel to be the second most effective means of attracting students to the center, is managed to some degree by all but three of the centers surveyed. The orientations can be conducted on a classwide basis, or upon the request of individual teachers, and vary in scope from one class period to a week or more of career-related activities.

Interest testing is one further service that is provided by nearly all Career Centers. Some centers administer interest surveys only to individual students, while others administer surveys and interpret the results on a classwide basis each year. Ninety-five percent (95%) of the centers surveyed claim to link the results of the surveys to career information in the center; another 88% report that they relate the results to the student's academic program and to available ROP programs; where possible, over half of the centers attempt to link the results to exploratory work experience programs or job placement. As data discussed in later chapters will indicate, the actual application of interest survey results to career and school-related activities is often informal at best and frequently non-existent.

Career Days or Fairs are rated by Career Center personnel as the least effective means of attracting students to the center, but are nonetheless coordinated by 146 (80%) of the centers surveyed. These annual events sometimes pre-dated the Career Center on a high school campus and the responsibility for organizing them fell naturally to the Career Center staff. A more popular and frequent occurence is to have a guest speaker on campus to speak to students about his or her occupation. Several Career Centers consider their guest speaker program to be their most effective activity. Like the other activities common to the majority of centers surveyed, these programs vary in scope and format from school to school. For example, one high school arranges four speakers each week as part of their Career of the Week program, while others schedule only 6 to 10 speakers each year. Some Career Center personnel call students from classes to hear speakers in areas of interest to them, while others take speakers into the classroom as a means of reducing faculty resistance. Some centers favor discussions with speakers which they term the "Hot Seat," while in another school, these discussions are simply called "Noon Chats."

These six areas outlined so far, class visits by Career Center personnel, PR activities, Career Days, group orientations, administering interest surveys, and guest speakers, represent a spectrum of Career Center programs conducted without the supervision of a credentialed counselor or teacher. Each activity contributes to the one goal shared by all Career Centers–to assist the student in discovering his own interests and abilities and becoming aware of related careers that might be available to him.

Comment: The coordination of these activities, even on a modest scale, represents a maximum work load for even an exceptionally capable paraprofessional, given that individual's additional responsibilities of updating materials and assisting students. At this point, the relationship between the size of staff and the kinds and scope of Career Center programs becomes obvious. A more expanded program requires a larger staff, although a large staff does not necessarily correlate with an extensive Career Center program.

Other Programs

No "unique," in the sense of one-of-a-kind, programs were discovered due largely to the extensive pirating practices among enthusiastically ruthless Career Center personnel. However, there are several career guidance activities that are not offered by many Career Centers simply because they do not have the available resources and staff time to commit to them. These include career counseling, field trips, work experience, and efforts to infuse career guidance into the classroom. Each will be discussed in some detail in the following chapters and, therefore, require only brief mention at this point. Of the four, only field trips can be managed without the supervision of the professional staff. A career counseling component of a Career Center operation obviously requires the presence of a counselor in the Career Center. However, even when a Career Counselor is the Career Center Coordinator, he or she is often so preoccupied with other duties that there is little time left to devote to individual or group counseling.

Many Career Counselors reported that they spend a substantial amount of time "selling" the career guidance concept to the administration and faculty to create the support necessary to begin infusing career guidance into the classroom. One aspect of this effort is to offer to schedule speakers and field trips for teachers and encourage them to use the center's resources to develop their own career units for integration into the curriculum. Often the Career Center itself will develop mini-units which are tailored to different curriculum areas. Another technique is to produce a sequence of career units for one or more grade levels to be presented in conjunction with interest testing and an orientation to the Career Center.

Although most high schools coordinate a work experience program somewhere on campus, many are neither housed in or articulated with the Career Center. Exploratory, general, and vocational work experience programs require the supervision of a teacher, counselor, or work experience coordinator. These programs also require additional secretarial assistance to handle the large amounts of paper work involved. Exploratory programs range from a "day on the job" experience up to 80 hours of placement at an exploratory station. It is not easy to find a glass blower who is willing to let an exploratory student look over his shoulder for a week or more, but some programs face challenges like this on a daily basis. In vocational work experience, a student works in an area related to an occupational course he is taking. General work experience, or paid part-time work for school credit, involves the largest number of students. To receive credit, a student must keep a job for at least a semester. During interviews, most Work Experience Coordinators estimated that only 10% to 15% of their students are placed in career-related positions.

Although the major goals of Career Centers remain fairly consistent throughout the state, there are no clearly-defined limits as to what a Career Center can or should do to meet their goals. In addition to those mentioned above, there are many other activities coordinated by Career Centers included in this study: (1) NYC programs, (2) management of the student store, (3) driver's training programs, (4) tutorial programs, (5) draft and social security registrations, (6) registration for ROP courses, (7) scholarship information, (8) Junior Achievement programs, and (9) Work Study programs.

Given so many options, the range of activities and services offered by a Career Center must be largely a matter of priorities established in the context of financial and staffing constraints, and the degree of support from the administration, the counseling staff, and the faculty.

Who Uses the Career Center?

Ostensibly, career guidance is not just vocational training for those students who plan to enter the labor market immediately after high school or guidance for the college-bound student only. If career guidance is for everyone, Career Centers must serve the student with college plans, the student who is interested in becoming a heavy equipment operator or a chef, as well as the student who is just beginning to develop career plans. In order to understand better which students take advantage of available career guidance services, the researchers first determined how much time, on the average,

students spent in Career Centers this school year, and second, if these figures vary according to the students' grade level, ethnic background, last year's grades, sex, or post-high school educational plans.

The results of the Student Career Center Survey, administered to 1100 students in 12 schools with a Career Center that has been in operation more than one year, show that more than half of the students spent little or no time in the Career Center this school year. Fifty-eight percent (58%) of the students surveyed had spent less than 2 hours in Career Center activities this school year; 22% had spent more than 6 hours in Career Center activities. In other words, less than one fourth of the students surveyed spent the equivalent of one hour per month in activities related to the Career Center.

There are no discernible trends in the amount of time students spent in the Career Center according to grade level, sex, or ethnic background. Students with grade point averages below "C" spent slightly less time in Career Center activities than their peers with higher grades, but the difference is not significant. It can, therefore, be concluded that participation in Career Center activities cuts across grade level, race, grades, and sex.

There is, however, a discernible trend with regard to post-high school educational plans. As shown in Table 4 below, 74% of those students who plan to leave high school before graduating, and 71% of those who plan to graduate only, spent less than two hours in the Career Center, compared to approximately 56% of those students who plan to continue their education in a vocational or trade school, two-year college, or four-year college.

TABLE 4

PERCENTAGE OF STUDENTS SPENDING LESS THAN TWO HOURS IN THE CAREER CENTER BY EDUCATIONAL PLANS

	Educational Plans				
Time Spent in Career Center	Leave high school	Graduate only	Go to a trade school	Go to a 2-year College	Go to a 4-year College
Less than 2 hours	20	68	95	198	259
	(74%)	(71%)	(56%)	(56%)	(58%)
More than 2 hours	7	27	76	157	188
	(26%)	(29%)	(44%)	(44%)	(42%)
Total	27	95	171	355	447
	(100%)	(100%)	(100%)	(100%)	(100%)

In the past, as Ginzberg (1971) points out, guidance in the high schools focused primarily on the college-bound. It seems from this data that career guidance is including those students with trade or technical school aspirations as well. However, three fourths of the students in this study who will need some kind of immediate placement (12% of those surveyed) have spent an insignificant

amount of time (less than 2 hours) in career-related activities this year. This group of students who are the most difficult to motivate in school are the most difficult for career guidance personnel to reach as well. In the course of this report, ways of involving more of these students in Career Center programs will be identified.

Reflecting the wide range of activities coordinated by a Career Center, students visit Career Centers for a variety of reasons. As shown in the right hand column of Table 5 below, approximately one third of the students who visit a Career Center usually do so as part of a class orientation or exercise; in other words, they visit the Career Center because they have to. Another 17% come seeking educational information, 12% to find a job, and 8% to talk to a Career Counselor. Only 6% of the students surveyed usually visit the Career Center to study, to eat lunch, or other non-career related reasons. The remainder of the students (24%) visit for a reason not listed above, most notably for career information, speakers, and instruction related to work experience.

TABLE 5

WHY STUDENTS "MOST OFTEN" VISIT THE CAREER CENTER BY GRADE LEVEL

	Grade Level						
	7 & 8	9	10	11	12	13 & 14	Percent of total
Class orientation or exercise	18 (38%)	98 (43%)	94 (38%)	72 (25%)	55 (24%)	16 (25%)	353 (32%)
Educational information	3 (7%)	26 (12%)	39 (16%)	57 (20%)	52 (22%)	13 (20%)	190 (17%)
Talk to Career Counselor	1 (2%)	10 (4%)	17 (7%)	34 (12%)	30 (13%)	0 (0%)	92 (8%)
Find a job	7 (15%)	34 (15%)	25 (10%)	33 (12%)	29 (13%)	6 (9%)	134 (12%)
Non-career related reasons	4 (9%)	19 (8%)	16 (7%)	14 (5%)	9 (4%)	8 (13%)	70 (6%)
Other	13 (28%)	41 (18%)	53 (22%)	74 (26%)	56 (24%)	21 (33%)	258 (24%)
Total	46 (100%)	228 (100%)	244 (100%)	284 (100%)	232 (100%)	64 (100%)	1098 (100%)

Student's reasons for visiting the Career Center do change according to grade level, especially in the response categories of classwide orientations, educational information and talking to a Career Counselor. Referring again to the Table, 43% of the freshmen and 38% of the sophomores most often visit the Career Center as part of a class exercise or orientation, compared to 25% of the juniors and 24% of the seniors who visit for that reason. In contrast, the likelihood of a student visiting the Career Center to seek educational information or talk to a Career Counselor increases with grade level. Only 4% of the freshmen and 7% of the sophomores visit the center to talk to a Career Counselor, compared to 12% of the juniors and 13% of the seniors. Similarly, 12% of the freshmen and 16% of the sophomores visit the center for the purpose of finding educational information, while the percentage increases to 20% for juniors and 22% for seniors.

These findings represent only a general overview of some of the reasons students visit Career Centers, and these reasons vary significantly from school to school. For example, in one school, 20% of the students surveyed most often visit the Career Center to talk to the Career Counselor.. In another school, 24% of the students surveyed most often visit the center to look for a job. These findings do suggest however, that the focus on freshmen and sophomore orientations to the Career Center is justified because many students will not otherwise visit the center, and that one-to-one counseling is perhaps most important for juniors and seniors.

Based on a survey of a cross-section of Career Centers throughout the state, it is apparent that the concept of "Career Center" is not a homogeneous one. Career Centers are initiated by different individuals within schools, districts and counties; they differ in size and in location within a school; they vary in scope and extensiveness of operation; and they vary in the number of students they are able to involve in Career Center programs and activities. However, the personnel in California Career Centers do share a common goal, to increase students' self-awareness and to encourage them to begin exploring careers and begin formulating career plans, and an unfailing enthusiasm in pursuit of this goal.

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CHAPTER III

STAFF

The importance of the staff to the productive and efficient operation of a Career Center cannot be overstated. In a very real sense, a Career Center is its staff. The staff is both the cement that holds the Career Center together and the force that makes it move. The staff is in some way tied to every aspect of a Career Center operation: the organization and accessibility of materials, the administration and interpretation of interest surveys, the coordination of programs and activities, and the one-to-one contact with students. Their potential for providing beneficial input directly, through guidance services to the students, or indirectly, by involving the faculty, the school and the community in career guidance activities, is almost limitless.

Certain responsibilities in the Career Center naturally fall to certain staff members, but there is nonetheless considerable variation in staff composition from center to center. In fact, there are almost as many Career Center staffing arrangements as there are types of Career Centers. In schools surveyed for this study, staff sizes range from one part-time career aide or paraprofessional to as many as fourteen individuals, including professionals, paraprofessionals, part-time student assistants, and volunteers from the community. These variations are a function of differing priorities given to career guidance programs by school administrators, differing program emphases within the center, the absence of a stable funding source, upon which often depends the addition of personnel, and the differing backgrounds and interests of the staff members themselves. The Career Center staff members discussed below, the Career Counselor, the Work Experience Coordinator, and the paraprofessional, share the bulk of the responsibilities involved in operating a Career Center. Each position is first discussed separately, followed by a discussion of theCareer Center staff as a total unit.

Career Counselor

The Career Counselor is the most highly paid staff member in a Career Center and assumes the widest range of responsibilities. Career Counselors are part of the staff in 113 (62%) of the

182 Career Centers surveyed. Thirty-one (27%) of these individuals function in the capacity of a Career Counselor only part-time, with the remaining time spent as either Work Experience Coordinators (20 instances) or as part of the regular counseling staff (11 instances). Three schools participating in the study have a regular rotation of counselors through the Career Center either one day per week or one period per day. Many Career Centers with no regular Career Counselor on the staff reported that the paraprofessional assumes some of the career counseling responsibilities in the center.

Background and Training

Those persons who assume the role of Career Counselor come from a wide variety of academic and working backgrounds. The background information reported by Career Center staffs reveals that the Career Counselor usually becomes such by transferring from another counseling position. Because of the relative newness of the Career Center concept and the Career Counselor as a professional position, there is very little opportunity for persons interested in becoming Career Counselors to obtain formal training. Most Career Counselors report an M.S. in counseling or a Pupil Personnel Credential as their major job qualification, and some have a teaching background. Most counselors have little or no direct training in career counseling and only a small fraction mentioned work in business or private industry as background relevant to their present position. In the absence of formal available training specifically for the profession of Career Counselor, that position is held by a diversity of people with a diversity of interests.

Job Description and Allocation of Time

Considering the diverse backgrounds from which Career Counselors are drawn, and the differences in the Career Center situations in which they find themselves, it is not surprising that there is an equal diversity in both the job descriptions of Career Counselors, and in the allocation of their time. In addition to acting in the professional capacity of counselor to individual and groups of students, the Career Counselor is often responsible for coordinating Career Center operations, and for much of the Career Center's public relations, with students, faculty, and the school administration. The single job responsibility most often reported by Career Counselors is actually the multiple-job requirement of "coordinating all Career Center operations." The specific job responsibilities most often named by Career Counselors are counseling, testing, placement, and career guidance programs.

More important to the operation of a Career Center than the formal job description which the Career Counselor reports is the actual manner in which this individual allocates his or her time. The Career Center Questionnaire asked Career Counselors to estimate what percentage of their time is spent in each of a variety of activities. Please see Table 6 for the tabulated results for all Career Counselors surveyed. In the right hand column, the results for each activity are reduced to a single index for the purposes of comparison. The composite of the Career Counselor's allocation of time reveals several things: (1) A considerable amount of the Career Counselor's time is being spent in activities such as assisting students in locating information, conducting group orientations, and maintaining career information files, that could easily be allocated to a paraprofessional staff person or a secretary; (2) The Career Counselor has a very flexible job, which is understandable since a large number of Career Counselors report that they are responsible for all Career Center operations; (3) In spite of the top priority given to counseling, the Career Counselor still does not spend a large portion of his or her time counseling students. Only 45 (40%) of the Career Centers with a counselor, reported that this individual spends 40% or more of his or her time acting in this primary professional role; 42 (36%) reported that they spend between 15% and 40% of their Career Center time in counseling.

The matter of role definition for the Career Counselor is an important but difficult issue. The developmental history of Career Centers gives some insight into the present diversity of Career Counselor roles. Career Centers did not spring into being fully formed, with a complete

TABLE 6

HOW CAREER COUNSELORS ALLOCATE THEIR TIME

Activity	Percentage of Time 40+%	15-40%	5-15%	Total Weighted Index*	Rank
Counseling	45	42	27	291	1
Assist students in locating information	9	19	31	105	3
Administering Interest Surveys	9	12	27	87	7
Interpreting Interest Surveys	9	14	39	103	4
Conducting Student Orientations	8	11	41	95	6
Maintaining Bulletin Board	4	2	5	35	16
Updating student files	5	3	15	41	14
Maintaining career information files	5	11	13	55	13
Attracting students to center (PR)	11	13	29	99	5
Exploratory work experience plus supervision (jr. and high school)	8	7	18	62	11
General work experience plus supervision (Paid, with related instruction)	12	7	14	76	8
College or other educational or vocational training	17	21	27	137	2
Job Placement (full-time and part-time)	3	7	13	39	15
Inservice training programs for counselors and teachers	5	4	3	31	17
Resource assistance to teachers and counselors	9	7	16	66	10
Contacting the business community	6	9	26	68	9
Organizing Career Days or Fairs	6	9	15	57	12

* This index was calculated according to the following formula: a response indicating that a counselor spends 40% or more of his time engaged in the indicated activity was given a value of "4"; a response indicating that a counselor spends 15-40% of his time engaged in the indicated activity was given a value of "2"; and a response indicating that a counselor spends 5-15% of his time engaged in the indicated activity was given a value of "1".

set of goals and objectives. They instead grew up gradually, beginning with a measured, or sometimes only a dimly-recognized, student need for career guidance, and expanding as they were able to procure the necessary funds and develop the necessary support. Active Career Counselors, therefore, have had to double as promotors, salesmen, and managers; first to begin a center, and then to maintain or expand it. The small amount of time devoted to career counseling by many counselors indicates that the role of chief Career Center administrator and spokesperson can work at contrary purposes to the equally important role of counselor. However, the conflict seems unavoidable unless the Career Center budget is large, or a school's priorities enable the principal or counseling staff to free an additional person to function as the Career Center Coordinator. Most Career Center personnel interviewed recognize the need for someone inside the center to look after its operation on a day to day basis and to represent the Career Center to the rest of the school, and this function usually is assumed by the Career Counselor.

At the same time, every effort must be made to develop more efficient staff organization within the Career Center, and utilize staff to capacity. When one is reminded of the wages (about $16,000 per year) of a typical Career Counselor, one realizes the inefficiency of having a Career Counselor attend to the bulletin board, or show students how to use a microfilm reader. Misallocation of the Career Counselor's time merely exacerbates the problems created by the shortage of funds generally allocated for career guidance services.

Student Utilization of the Career Counselor

The data pertaining to student utilization of the Career Counselor is consistent with the previously discussed finding that many counselors spend only a small percentage of their time counseling students. As shown in Table 7, 776 (70%) of the students in schools with Career Centers reported that they spend less than 5% of their time in the Career Center with the Career Counselor* 208 (19%) spent between 5% and 20% of their time in the center with the Career Counselor; and 113 (11%) of the students reported that they spent more than 20% of their time in the Career Center with the Career Counselor.

TABLE 7

STUDENT UTILIZATION OF CAREER COUNSELOR

	Time Spent with Career Counselor in the Career Center					
	Almost none	Less than 5%	5-10%	10-20%	More than 20%	Total
Student Responses	606	170	121	87	113	1098
	(55%)	(15%)	(11%)	(8%)	(11%)	(100%)

A further calculation will put this figure into better perspective. A counselor spending 40% of his day in individual student counseling in a school of 1500 can provide 11 minutes per semester to each student: 73 (65%) of the Career Counselors surveyed had a counseling load of more than 1500 students each. This data confirms the conclusion that a Career Counselor's time is a valuable commodity and should not be underutilized.

The study provided two additional findings regarding the utilization of the Career Counselor. As shown in Table 8, the addition of further amounts of Career Counselor time in the Career Center does not necessarily result in a proportional increase in the amount of student-counselor interaction. On the average, there is only a 9% decrease in the number of students spending "almost none" of their time with a Career Counselor as Career Centers increase their staff from a half-time to a full-time counselor. However, as shown in the table, there is considerable variation from school to school. In one school with a half-time counselor, only 36% of the students

* The question on the SCCS did not specify whether the time spent with the Career Counselor was individually or in a group.

have spent "almost none" of their time with the Career Counselor, while in another school with a full-time counselor, the figure is 58%. Therefore, it is not the mere addition of a Career Counselor, but other factors such as program priorities and the allocation of staff time that determine how much time students spend with the Career Counselor.

TABLE 8

PERCENTAGE OF STUDENT TIME SPENT WITH CAREER COUNSELOR BY NUMBER OF COUNSELORS IN CENTER

		Percentage of Student Time Spent with Career Counselor				
Number of Counselors		Almost none	Less than 5%	5-10%	10-20%	More than 20%
One half-time Career Counselor		56%	19%	13%	3%	10%
		54%	19%	7%	5%	15%
		36%	20%	14%	12%	17%
(4 schools)		70%	15%	8%	3%	4%
	$\bar{X}$	54%	18%	10%	6%	12%
One full-time Career Counselor		58%	11%	10%	4%	18%
		49%	15%	11%	11%	16%
		51%	16%	15%	7%	10%
(4 schools)		24%	19%	19%	21%	18%
	$\bar{X}$	45%	15%	14%	11%	15%
Rotating Counselors (2 schools)						
1.2 full-time equivalent		61%	17%	10%	10%	4%
2.0 full-time equivalent		65%	12%	12%	7%	3%
	$\bar{X}$	63%	15%	11%	8%	3%

As shown also in Table 8, survey results from schools which had adopted a system of rotating several counselors through the Career Center reveal less intensive use of the counselors by students than schools which had one person in the center at all times. In other words, given the same amount of counseling time available in the Career Center, students spend less time with counselors on a rotating system than with a single Career Counselor who remains in the center. This seems to be a case of trading one advantage for another. Schools adopting the system of rotating counselors did so in order to familiarize the counselors with Career Center operations and integrate the academic and career counseling functions. On the other hand, Career Counselor recognition seems to be important in a center that attracts many students on a walk-in basis, and a Career Counselor who is familiar to students and available on a day to day basis is used more often by students.

Discussion

The Career Counselor plays a vital role in the successful operation of a Career Center. However, from the findings of the study, it can be concluded that because of the absence of a strong role definition, the Career Counselor often devotes much of his or her time to tasks which underutilize

the counselor's professional capabilities, and that the counseling component of a Career Center is, therefore, often neglected.

Recommended: That efforts be made to provide parent volunteers, student volunteers, or paid paraprofessional and clerical help to enable the Career Counselor to spend more time counseling students.

Recommended: That the Career Counselor spend the major portion of his time counseling students, either individually or in groups, in such areas as career plans, interpretation of self-appraisal results, and follow-up to work experiences.

Suggested: That the Career Counselor be accessible to students in the Career Center during the day without an appointment.

Suggested: That in the absence of a Career Center Coordinator, the Career Counselor be the chief Career Center administrator and represent the center's interests to the faculty, to the school administration, and to the community at large.

Suggested: That centers continue to invite the participation of the entire counseling staff and encourage them to assume some of the responsibility for career guidance, but that day to day continuity in the Career Center be maintained through the presence of at least one Career Counselor.

Work Experience Coordinator

The Work Experience Coordinator is responsible for locating employers who will hire students into either exploratory, vocational, or general (paid) work experience positions, for placing students in these positions, for supervising them for the duration of their work, and for providing for the related instruction which is a required component of the work experience. Of the 182 Career Centers participating in the study, 119 (65%) reported Work Experience Coordinators in the Career Center. Of the remaining 63, 11 are Community Colleges and 6 are junior high schools, none of which usually conduct work experience programs. Forty-six (46) high schools reported no work experience program in the Career Center.

The most often-mentioned background for the Work Experience Coordinator was that of teacher. Thirty-five (29%) respondents reported a teaching background, 17 (14%) reported a counseling credential, 15 (12%) reported a master's degree or better, and 13 (11%) reported experience in private business or in the business department of the school. On the whole, few coordinators named actual work experience outside of the educational system as a qualification for their present position.

Job Description and Allocation of Time

The job description and allocation of time for the Work Experience Coordinator presents a marked contrast to the shotgun pattern of the Career Counselor. Possibly because work experience is an established program that predated the Career Center movement, work experience is well-defined, and the work experience coordinator's time is spent almost exclusively within a small range of jobs. As shown in Table 9 below, general and exploratory work experience, job placement, and contacting the business community are far ahead of any other activity within the realm of the Work Experience Coordinator's role. True to their reported allocation of time, the job description provided by the 119 Work Experience Coordinators were equally straightforward, rarely going beyond "coordinate work experience program" in their responses.

Even though the position of Work Experience Coordinator is clearly defined, there are several factors which influence his allocation of time within the general category of coordinating the work

TABLE 9

HOW WORK EXPERIENCE COORDINATORS ALLOCATE THEIR TIME

Activity	Percentage of Time 40+%	15-40%	5-15%	Total Weighted Index*	Rank
Counseling	1	5	6	20	5
Assist students in locating information	0	4	6	14	9
Administering Interest Surveys	0	0	2	2	15
Interpreting Interest Surveys	0	0	0	0	17
Conducting Student Orientations	0	0	4	4	14
Maintaining Bulletin Board	0	0	2	2	16
Updating student files	0	1	4	6	10
Maintaining career information files	0	2	2	6	11
Attracting students to center (PR)	1	1	9	15	6
Exploratory work experience plus supervision (jr. and high school)	23	11	10	124	2
General work experience plus supervision (paid, with related instruction)	35	13	5	171	1
College or other educational or vocational training	3	1	1	15	7
Job Placement (full-time and part-time)	16	17	14	112	3
Inservice training programs for counselors and teachers	1	1	0	6	12
Resource assistance to teachers and counselors	2	0	6	14	8
Contacting the business community	7	19	13	81	4
Organizing Career Days or Fairs	1	0	2	6	13

* This index was calculated according to the following formula: a response indicating that a Work Experience Coordinator spends 40% or more of his time engaged in the indicated activity was given a value of "4"; a response indicating that a Work Experience Coordinator spends 15-40% of his time engaged in the indicated activity was given a value of "2"; and a response indicating that a Work Experience Coordinator spends 5-15% of his time engaged in the indicated activity was given a value of "1".

experience program. Interviews and survey information indicate that the California Work Experience limit of 125 students per full-time equivalent Work Experience Coordinator is not often strictly observed. Even working within the 125 student limit, a Work Experience Coordinator who devotes all of his time to individualized case work can spend only a nominal 20 minutes per week with each student. Fifty-five (46%) of the Work Experience Coordinators surveyed work only part-time in that capacity, and many coordinators supervise over 300 students. Given this situation, the Work Experience Coordinator is kept busy just keeping track of the students and, therefore, usually de-emphasizes counseling and guidance aspects of the work experience.

The problem is compounded when a single person in the Career Center serves as both Career Counselor and Work Experience Coordinator. This is the case in 22 (12%) of the schools surveyed, or 19% of the schools with a Career Counselor. In almost all cases, the split role is intended to be 50-50 but it was repeatedly observed in the course of the study that this balance is seldom maintained, and that the work experience usually is emphasized, practically if not theoretically, at the expense of counseling activities. One probable reason for this imbalance is that work experience is well-defined, the output is more visible, and there is an abundance of students for the program. In a few cases, the Work Experience Coordinator has a background in teaching or business only and is not qualified to function as a counselor. This dual responsibility can, therefore, be a major problem for Career Counselors. As the work experience case load grows, the benefits which each student receives in terms of pre-placement orientation (mock interviews, practice in filling out job applications, etc.), supervision, and follow-up (either group or individual counseling) decreases.

The amount of time the Work Experience Coordinator is able to spend with students is also partly a function of the amount of time he must spend developing jobs. Eighty-three or 45% of the Career Centers reported that they share job openings with other schools in their district. But "contacting the business community" is still the fourth most time consuming activity of the Work Experience Coordinator, and "job placement" is the third. Survey data further shows that on the whole, students do not need the assistance of a Career Center or Work Experience Coordinator to find a job. Of the students surveyed, 72% report that they have had a job in the past two years (in the minds of the students, "a job" could range from mowing lawns to regular paid employment). As shown in Table 10 below, of those students who have had jobs, only 13% report that they found out about their job through the Career Centers or its staff. The other 87% learned about their job from a friend, parent or relation.

TABLE 10

SOURCES OF STUDENT JOBS

	Source of Finding a Job						
	Career Center	Work Experience Coordinator	Career Counselor	Friend	Parent or Relation	Newspaper	Total
Number of Students With Jobs	55	53	27	446	453	55	1089
	(5%)	(5%)	(3%)	(41%)	(42%)	(5%)	(100%)

It must be kept in mind when interpreting this finding that not all students may be aware of the part the Career Center played in their finding a job, either directly through the development of the skills necessary to successfully look for and find employment, or indirectly, through the development of job stations in the community that are likely to hire students. However, it can be concluded that a Career Center does not play a significant role in the overall job placement of students.

Student Utilization of the Work Experience Coordinator

Balancing the placement and supervision aspect of work experience with the other counseling and guidance functions is clearly a problem in many Career Centers. This conclusion is reinforced by the fact that students reported much less intense utilization of the Work Experience Coordinator than of the Career Counselor. Overall, 759 (69%) of the students surveyed spent "almost none" of their time in the Career Center with the Work Experience Coordinator and only 72 (7%) spent more than 20% of their time in the center with the Work Experience Coordinator. This low utilization is partly due to the fact that the legal age limit for work experience, which is 16, effectively eliminates ninth and some tenth graders from having occasion to contact the Work Experience Coordinator. However it reflects as well the fact that this individual spends much of his time outside of the school, supervising large numbers of students and contacting the business community in order to place students in jobs that most of them could and do find for themselves.

Separation of Work Experience and Career Center Activities

In 51 (28%) of the centers surveyed, work experience programs are handled from different locations on campus. Occasionally there is a working relationship between the two groups, but often it is not possible for the Career Center to articulate its programs with the work experience program. During interviews, several Career Center personnel commented that the reason for the separation of the work experience and career guidance programs are most often historical and ignore the important benefits which each can receive through cooperation with the other.

One major benefit is the interest of students. Survey results reveal that students themselves are good proponents for work experience programs. As shown in Table 11 below, when asked from which activities they learned most about career areas, 765 (61%) named work experience, either general (46%) or exploratory (15%), while 431 (39%) named classroom activities–either academic classes (16%), shop or consumer education classes (12%) or vocational training (11%).

TABLE 11

ACTIVITIES WHICH PROVIDE STUDENTS THE MOST INFORMATION ABOUT CAREER AREAS

	Activity					
	Work Experience	Exploratory Work Experience	Vocational Training	Shop or Consumer Education	Academic Classes	Total
Student responses	502	161	118	132	179	1092
	(46%)	(15%)	(11%)	(12%)	(16%)	(100%)

Furthermore, of those students who had participated in general work experience, 396 (81%) rated the experience to be "good" or "excellent." For exploratory work experience, the ratings were even higher. Of those students who had participated in exploratory work experience, 122 (85%) gave it a rating of "good" or "excellent."* It is apparent, therefore, that student interest in work experience is high and can provide Career Centers with a good method for involving students in Career Center activities and becoming more actively engaged in career planning.

* For a fuller discussion of findings and recommendations pertaining to work experience programs please refer to Chapter V.

It can be concluded from the findings of the study that work experience can be a valuable aspect of a Career Center's career guidance program. Students rate work experience highly and judge it to be an effective means of learning about careers. However, many centers emphasize placing large numbers of students in jobs rather than maximizing for the students the effectiveness of the work experience. Large student case loads, well above the California limit of 125 students per full-time-equivalent Work Experience Coordinator, prevent that individual or other Career Center professional staff from providing adequate counseling and related guidance and instructional activities for these students. Work experience becomes equated with just having a job and neglects the pre-placement preparation and counseling activities that can maximize the importance of the experience for the students as well as relate the experience to other career and educational plans.

Recommended: That Work Experience Coordinators stay as close as possible to the maximum student load of 125. For the student to receive the maximum benefit from his work experience, a combination of effort is necessary. The actual work experience should be preceded with a general work orientation, and should coincide with and be followed by an evaluation of the experience with the Career Center professional staff.

Recommended: That when it is necessary for a single individual to act as both Career Counselor and Work Experience Coordinator, he or she pay especially close attention to the allocation of time, and keep the work experience case load at a level at which guidance aspects of the work experience can be given adequate attention.

Recommended: That career-related placement (i.e. placement in an area of a student's current interest, short or long-range plans) be given primary emphasis and that all placement be accompanied by supervision, related instruction, and follow-up counseling by a qualified professional.

Recommended: To give Work Experience Coordinators more time to spend with other important activities, that districts attempt to centralize contacting the business community to avoid duplication of efforts within the district. This could include establishing district-wide general and exploratory work experience job banks.

The Paraprofessional

Because the Career Center is the meeting place of large numbers of students on the one hand, and tremendous quantities of career information on the other, there is generally a considerable amount of traffic direction and organization to be done. These functions are usually the responsibility of a paraprofessional in a Career Center. The term "paraprofessional" is used here as an umbrella term to cover staff members who are variously titled Career Technician, Career Aide, Career Specialist, and Career Guidance Assistant.

As a rule, paraprofessionals are not certificated, although occasionally in the course of the study, a paraprofessional has been identified who is overqualified for the job he or she is performing. Given the present scarcity of teaching jobs, more and more centers are hiring out-of-work teachers. Sometimes a paraprofessional was formerly a secretary in another department of the school, but more often the paraprofessional was hired expressly to work in the Career Center. The most common background reported by the paraprofessionals is secretarial work and/or two years of college. However, interviews with Career Counselors and Work Experience Coordinators reveal that beyond fundamental secretarial skills, the job qualification most crucial for a successful

paraprofessional is enthusiasm and the ability to work effectively with a wide range of people, including students, the professional staff, faculty, and representatives from the community.

In other fields, such as health care, the paraprofessional has been used with positive results for some time (Brown, 1974). In theory, a paraprofessional is introduced into a Career Center "to increase the effective and efficient delivery of information resources to clients," and "to relieve the professional of tasks and responsibilities which are essential but for which professional education and training are not necessary" (Leland, *et.al.*, 1964). As discussed previously, the professional staff in a Career Center often spends time in activities that underutilize their skills, and the study recommended that a paraprofessional be added for precisely that reason. However, because of the cost of hiring a paraprofessional (approximately $7,500 a year), it is important to determine to what extent the addition of this position to a Career Center staff actually facilitates the effective overall operation of a Career Center.

Paraprofessional staff were reported in 127 (79%) of the schools surveyed for the study. Of those paraprofessionals, 103 (81%) act in a support position for the professional staff, almost always a Career Counselor. In the remaining 24 (19%) centers, the paraprofessional is the person in authority in the Career Center on a day to day basis.

Job Description and Allocation of Time

The reported job description for a paraprofessional ranges from "I do everything!" to mention of several specific tasks, most often including maintaining and dispensing career information, administering interest surveys, conducting orientations to the center, and arranging speakers and field trips. Occasionally the reported job description of a paraprofessional includes counseling students, coordinating ROP services, and/or assisting in the development of instruction related to work experience and classroom career units.

As shown in Table 12, the allocation of time for the paraprofessional is as scattered as that of the Career Counselor. Like the Career Counselor, the paraprofessional participates in almost all aspects of the Career Center. Assisting students is by far the most time-consuming activity for the paraprofessional, followed by maintaining career information files and attracting students to the center (PR). On the whole, the majority of the paraprofessional's time is devoted to those tasks not emphasized by the professional staff. For example, three of the activities to which the paraprofessional devotes the least amount of time are job placement, general work experience, and exploratory work experience, or those activities which are the responsibility of the Work Experience Coordinator. The paraprofessional is most responsible for assisting students on a day to day basis and maintaining career information files, deferring to the counselor the tasks for which the paraprofessional is usually undertrained–career and college counseling, and inservice training programs for faculty and counselors. While the Career Counselor represents the Career Center to faculty and administrators, the paraprofessional undertakes much of the responsibility for promoting the Career Center to students.

It is evident from the background and qualifications of the paraprofessional and the allocation of the paraprofessional's time that a center staffed only by a paraprofessional is limited in the scope and range of its activities, with the exception of the rare school in which the Career Center paraprofessional works closely with and is supported by the counseling staff and faculty. Without a professional staff person, career counseling, work experience, and inservice training for faculty and counselors, are effectively eliminated from a Career Center operation.

Student Utilization of the Paraprofessional

Student utilization of the paraprofessional parallels very closely that of the Career Counselor. Of those students surveyed, 623 (56%) have spent "almost none" of their time in the Career Center

TABLE 12

HOW PARAPROFESSIONALS ALLOCATE THEIR TIME

Activity	Percentage of Time 40+%	15-40%	5-15%	Total Weighted Index*	Rank
Counseling	7	11	16	66	9
Assist students in locating information	41	32	16	244	1
Administering Interest Surveys	10	7	29	83	7
Interpreting Interest Surveys	7	8	17	75	8
Conducting Student Orientations	13	9	30	100	4
Maintaining Bulletin Board	16	4	25	97	5
Updating student files	13	9	20	90	6
Maintaining career information files	24	24	43	187	2
Attracting students to center (PR)	13	11	31	105	3
Exploratory work experience plus supervision (jr. and high school)	3	1	4	18	15
General work experience plus supervision (paid, with related instruction)	1	2	3	11	17
College or other educational or vocational training	2	9	9	35	13
Job Placement (full-time and part-time)	2	5	5	23	14
Inservice training programs for counselors and teachers	1	2	4	12	16
Resource assistance to teachers and counselors	4	3	29	51	11
Contacting the business community	5	7	15	49	12
Organizing Career Days or Fairs	4	8	10	58	10

* This index was calculated according to the following formula: a response indicating that a paraprofessional spends 40% or more of his time engaged in the indicated activity was given a value of "4"; a response indicating that a paraprofessional spends 15-40% of his time engaged in the indicated activity was given a value of "2"; and a response indicating that a paraprofessional spends 5-15% of his time engaged in the indicated activity was given a value of "1".

with the paraprofessional; 95 (9%) have spent 20% or more of their time in the Career Center with the paraprofessional. However, the data shows that given a certain amount of paraprofessional time, there is more consistent use of the paraprofessional from school to school than there is for the Career Counselor. As shown in Table 13 below, there is a range of only 11% among schools with one full-time paraprofessional. One explanation for this consistency is that the information service function of a Career Center varies much less from center to center than does the counseling function, which is more dependent upon program priorities and the counselor's other responsibilities.

TABLE 13

STUDENT UTILIZATION OF PARAPROFESSIONALS BY NUMBER OF PARAPROFESSIONALS

Number of Paraprofessionals		Utilization Reported by Students				
		Almost none	Less than 5%	5-10%	10-20%	More than 20%
One half-time paraprofessional		78%	10%	6%	2%	4%
	$\overline{X}$	78%	10%	6%	2%	4%
One full-time paraprofessional		60%	18%	6%	8%	8%
		54%	13%	13%	10%	11%
		61%	17%	7%	4%	12%
(7 schools)		50%	15%	17%	5%	13%
		62%	15%	12%	5%	6%
		63%	12%	13%	5%	7%
		61%	13%	13%	8%	4%
	$\overline{X}$	59	15%	12%	6%	8%

As shown also in the table, by increasing the staff from one half to one full time paraprofessional, the percentage of students spending "almost none" of their time in the Career Center with the paraprofessional decreases from 78% to 59%. For the counselor, there was only a 9% decrease with the addition of counseling time. By increasing the paraprofessional time in the center, student-paraprofessional interaction increased by 19%. This increase is not dramatic, but it does suggest that by spending more time in the center, the paraprofessional does assist more students.

Discussion

On the basis of the study's findings, it can be concluded that a paraprofessional is able to greatly facilitate the effective operation of a Career Center. Certain day to day Career Center activities, such as updating information, maintaining files and bulletin boards, organizing programs and conducting orientations, must be managed by someone on the Career Center staff. A capable paraprofessional can manage these responsibilities as well as assist students in locating information and answer most of their questions concerning Career Center programs and activities. With a paraprofessional as the first line of assistance in a Career Center, the Career Counselor and the Work Experience Coordinator will be free to devote more time to activities for which they are most qualified.

Recommended: That the presence of at least one paraprofessional staff person be considered essential to the efficient and full-time operation of a Career Center.

Recommended: That a paraprofessional alone, without assistance from a professional staff, not be expected to manage all Career Center activities.

Suggested: That the responsibilities of a paraprofessional be clearly defined in order to ensure the most effective working relationship with the professional staff.

Staffing Options

Each Career Center has several options, both within and without the school, for effectively increasing its staff size. Most of the centers surveyed have been able to expand the scope of their operations by drawing on the services of teachers, students, or volunteers. Sixty-seven (37%) of the Career Centers surveyed report that they have student assistance in the center as part of either a work-study or work experience program. Some of the students assisting in the center are volunteers. The most commonly-named tasks to which students are assigned are typing, maintenance of bulletin boards, keeping files current, assisting other students in locating information, and filling out and delivering passes. A few schools report that they are able to use students to assist a professional in such areas as contacting the business community, administering interest tests, assisting with public relations, and peer counseling.

Volunteers, either parents or other individuals from the community, participate in the operation of 20 (11%) of the Career Centers surveyed. In two centers, the volunteers are actually the mainstay of the Career Center operation, performing most of the functions of a paid paraprofessional under the supervision of a counselor in the counseling office. After a thorough orientation, volunteers can help students locate information and operate audio-visual equipment, type letters requesting free information, and file all incoming information. In one center, parents assist the Career Counselor with freshmen and sophomore career units in the center. The participation of volunteers represents one means of freeing the Career Center staff to concentrate on activities which require their special expertise. This cost-free assistance also reinforces the commitment of Career Center personnel to provide for students a link between school and the world outside of school.

Suggested: That students, parents, and other volunteers from the community be considered as a means of increasing the effective staff size of Career Centers, both those which are hampered by budget constraints, and those which hope to expand their services.

Teachers can be an asset to a career guidance program, both inside and outside of the center. However, because most teachers are reluctant to accept any additional demands on their time, actual teacher participation in Career Center activities is rare. Only 5 Career Centers reported that teachers were part-time members of the Career Center staff. The activities in which they were most utilized were the administration and interpretation of interest surveys, and the coordination of work experience programs. When asked if any teachers in their school incorporated career guidance into the classroom, 174 (96%) of the Career Centers responded "yes." However, the number of teachers involved is usually small. Only 70 (39%) of the schools surveyed had the support of 10 or more faculty members. At present it appears that teacher participation in Career Centers and career guidance activities is slight.

Overall Staff

There are a number of considerations regarding the efficient operation of a Career Center staff which relate to overall staff composition and do not readily fit into any of the above discussions of individual staff positions. The existence or non-existence of programs which bring students into contact with the career center staff, the character of the student body, and the manner in which the Career Center presents itself to the students will all have a significant impact on how much time the students spend with the Career Center staff. Students vary in the

amount of concern they have for their career and their future and the efforts they are willing to undertake to pursue their concern. If left entirely to their own motivation, some will visit the Career Center several times each semester and take part in a wide variety of Career Center programs; some will never use the Career Center at all. Each school will have some students that are highly motivated to use the Career Center, and many who are less motivated. It is easy to see that in a school where Career Center participation is largely voluntary, there will be some point at which the addition of staff will not provide a cost-effective increase in Career Center services because students will not readily use them.

Furthermore, as discussed earlier, a considerable amount of staff time is spent in a sub-optimum capacity. In other words, many Career Center staff members, and especially the professional staff, do not always devote their time to those activities for which they are best qualified. An increase in staff size does not necessarily lead to an increase in student-staff interaction unless staff time is allocated efficiently and there are increased incentives for students to participate in Career Center activities.

Recommended: That schools not establish additional staff positions unless programs and activities exist (or are planned) which will use that person's skills to capacity. Larger staffs will require more dependence on systematic programs to draw enough students to use the staff time effectively.

It is not possible to recommend an ideal staffing pattern for any Career Center without first understanding the availability of financial resources, the attitude of faculty and school administrators toward the Career Center concept, the specific persons chosen to staff the center and the size and character of the student body. All of these factors are important considerations in the design and implementation of a Career Center. Depending on these major factors and many minor ones different Career Centers will have different optimum staff levels. Until the Career Center concept becomes a recognized part of the mainstream of public education, each center will have to adapt its staff and programs to the situation in which it finds itself.

Without recommending actual staffing patterns for school situations, it is possible to outline the various levels of Career Center services that can be provided by different staff levels. A Career Center staffed by a single paraprofessional can offer a variety of career guidance services. These services include conducting student orientations to the center, maintaining and dispensing a current collection of career information, scheduling speakers and field trips, and showing noon-hour films. By imparting a congenial and comfortable atmosphere to the center, an enthusiastic paraprofessional can encourage students to visit the Career Center and assist them in exploring careers. In many of the centers visited in the course of this study, the paraprofessional has been able to establish an extremely close and viable working relationship with students. The paraprofessional's absence of "official" status may help considerably in this regard.

With the important addition of professional staff, the paraprofessional becomes the pivotal career center staff position. The responsibilities assumed by this individual can directly effect the way in which the professional staff allocates its time. A Career Counselor alone in the Career Center has to manage many of the same activities assumed by the paraprofessional. The assistance of a paraprofessional enables the counselor to offer a wide range of additional career guidance activities, the most important of which is individual and group counseling. In practical terms, one of the most important capabilities due to the addition of a Career Counselor to the staff is the increased ability to promote the Career Center to the school administration and school faculty, and, therefore, extend the influence of the Career Center and its services. Since a paraprofessional is usually not credentialed, he or she does not have the power to win active support for Career Center programs from the principal, counseling staff, and faculty.

Just as the presence of a paraprofessional can increase the efficiency of the Career Counselor's function, the presence of the Career Counselor can effectively increase the paraprofessional's range of responsibilities. For example, with the supervision of a professional staff, a paraprofessional

can develop career units for classwide orientations and for different curriculum areas. As faculty become more interested in career guidance, the center will function more and more as a resource for the teachers, and the paraprofessional's contact with the faculty will be increased. The paraprofessional can also assist a Work Experience Coordinator in maintaining contact with the business community and using the center's resources for the instructional component of work experience. Additional clerical or secretarial assistance would free the paraprofessional to pursue these functions in more depth.

By working together, the Career Counselor and the Work Experience Coordinator can provide students with an initial assessment of their interests and abilities, plus the information on related careers which will enable the students to form tentative career plans. The center can then place students in either paid or exploratory work positions which will provide students with a concrete point of reference for establishing, modifying, and/or reinforcing these tentative plans.

There are several advantages to be gained through the combined effort of a Career Counselor and a Work Experience Coordinator. First, students who use the center mainly for the purposes of finding a job may begin to use the center's other resources, while those who visit to seek career information or counseling services may become interested in work experience. Secondly, duplication of efforts, such as contacting the business community, keeping records or files on students, and everyday paper work, can be reduced. Finally, and most importantly, work experience can be viewed as a natural extension of the career guidance activities during the freshman and sophomore years, and the bridge between the school, the community, and the working world can become more strongly established. With the combined efforts of a Career Counselor, a Work Experience Coordinator, and a paraprofessional, a Career Center is able to fuse the three important operational components of an information service, work experience, and career counseling into an integrated and mutually-supporting unit.

Summary

Data from the study and interviews with career guidance personnel throughout the state have confirmed that a Career Center staff is important for several reasons. First, the staff has impact potential. The staff is important because of its influential role in the development of students' career attitudes. The foremost objective of a Career Center program is to provide career guidance to students, and that responsibility falls to a Career Center staff. The staff's influence increases as it actually moves forward to improve the quality of Career Center programs or to increase student exposure to its programs, just as its influence on the overall student body diminishes if it adopts a passive stance.

Second, the potency of the staff's position is real and growing due to increasing student confidence. Approximately 75% of the students surveyed rated their time spent with the Career Counselor, Work Experience Coordinator, and paraprofessional to be either "helpful" or "extremely helpful." With increased contact, there is increased positive opinion of staff services. Therefore, in addition to the staff being in a position of great potential impact, the effectiveness of that position is established from the results of the student ratings.

Thirdly, the staff is important because they usually share much of the responsibility for the Career Center's continued existence and growth. They are instrumental in deciding how the career guidance services will be organized, managed and modified within the center, and their special efforts are required to secure the necessary level of administrative and financial support from outside the center. Few centers can rely solely on a champion outside the center with enough influence to assure that adequate levels of support are made available. The Career Center interests must often be put forth by the staff themselves, or in concert with supportive school administrations.

Finally, the staff is costly. While the output of a Career Center staff can vary from center to center, the cost of the paid staff is much less uncertain and much less flexible. Staff salaries regularly constitute upwards of 90% of the total cost of operating a Career Center, and although their salaries are often a reallocation of existing resources and not an additional expenditure for the Career Center, decisions affecting the output of a Career Center staff must take into account their value. The primary goal of a Career Center staff must be to organize themselves in such a way as to achieve the maximum amount of student career development in the most efficient manner.

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CHAPTER IV

PRINTED AND AUDIO-VISUAL SOURCES OF CAREER INFORMATION

A major purpose of most Career Centers is to make available to students a wide range of educational and occupational information. Most Career Center personnel are, therefore, justifiably concerned with maintaining an adequate supply of career information resources for student use. Because use of these resources requires little assistance from a staff person, other than to initially instruct the student on the use of equipment and the location of specific information, a center's inventory of career information represents a relatively economical and widely-applicable career guidance option.

The difficulty facing Career Center personnel is not where to find appropriate materials, but how to choose among all the printed materials currently available. The amount of occupational materials on the market today is overwhelming. In a recent study, (Peat, Marwick, Mitchell and Co., 1972) the sole purpose of which was to obtain and review commercially-produced career materials, 580 commercial suppliers of career materials were contacted, 33,600 pieces of materials were assessed, and 12,800 were judged to be applicable to a career education model. This number reflects only commercially-produced materials, and does not include publications, tapes, or films put out by professional societies, trade associations, colleges and universities, trade and technical schools, or the local, state and federal government, much of which is low cost or free. Even when the list is limited to those materials contained in the NVGA Bibliography of Current Career Information and the "Current Sources" section of the Vocational Guidance Quarterly, the task of reviewing occupational literature is monumental.

Given the wealth of potentially useful career information resources, it is easy to understand how, when it comes to purchasing materials and equipment for a Career Center, some career guidance personnel resemble parents in a toy store buying an electric train, a catcher's mitt, and educational books for their son's first Christmas. The impulse to play Santa Claus is fostered by the students' expressed desire for more career information and the Career Center's potential for meeting that need. Materials and equipment are, therefore, an important priority for many centers. In response

to the question, "If you had more money for your Career Center, where would you spend it for greatest impact?", staff in 67 (37%) of the Career Centers surveyed named new printed or audio-visual materials, and 40 (22%) indicated that they would purchase new equipment.

Materials and Equipment Inventories

General estimates derived from reported materials and equipment inventories of centers throughout the state reveal that most Career Centers already have a wide variety of resources available for student use. On the whole, inventories of printed materials in California Career Centers are more substantial and consistent among centers than are the equipment inventories. Nearly all centers (90% or more) have one or more copies of the Occupational Outlook Handbook (OOH), a supply of handouts (pamphlets and brochures), a partial or complete set of the California Occupational Guides, catalogs for 2 and 4-year universities and colleges, and some kind of file for unbound career materials. Approximately 75% to 80% of the centers also include in their inventories reference books on careers, vocational and specialized schools, career kits, career books, and VIEW Decks.

There is an abundance of media materials on the market that are appropriate for use in a Career Center. Soundstrips and filmstrips are two of the most popular items. The equipment can be purchased for around $150, and there are a variety of commercially-produced programs currently available from which to choose. Microfilm readers, which can be purchased for approximately $150 new or substantially less reconditioned, are used for viewing the VIEW materials, as well as an ever-growing supply of materials available for microfilm presentation. VIEW, which is produced in ten VIEW Centers throughout the state, is a unique source of localized and up-to-date career information.

Unlike printed materials, equipment inventories vary considerably from center to center. Some career center personnel do not consider equipment and related software to be an important means of communicating career information, and therefore, do not choose to purchase it for their center. Others would like to increase their equipment inventories but lack the funds for purchasing and maintaining the equipment and updating the accompanying materials. Among the centers surveyed, the most popular equipment item is the soundstrip player, reported by 57% of the centers to be part of their equipment inventories. Between 45% and 50% of the Career Centers have tape players, slide projectors, and microfilm readers, and accompanying software, available in the Career Center. The least popular items are microfilm reader-printers, included in only 28% of the centers surveyed, and super-8 film projectors, found in only 21% of the centers. The microfilm reader-printer is considered a waste of time by some Career Center personnel because it breaks easily and because the printing capacity is not used by students.

There is a scarcity of data pertinent to the question, "What types of printed and audio-visual materials are most valuable for use in a Career Center?" Therefore, career guidance personnel in new centers must either build their inventories by purchasing what other centers have found useful, by purchasing materials and equipment recommended by various handbooks developed within some school districts, or by sending for and personally reviewing quantities of materials, an extremely time-consuming and practically impossible task for most centers. To establish some guidelines in this area, student use of various categories of printed and audio-visual career information as well as student opinion of the effectiveness of each of these resources was determined.

Usage of Materials and Equipment

To obtain an overview of the degree to which students use a center's resources, students were asked what percentage of their time in the Career Center was spent using the materials and equipment. It appears that 38% of the students do not use the materials at all; 26% spend less than 20% of their time using the materials; 14% spend between 20% and 40% of their time working with the materials; and 22% spend more than 40% of their time in the Career Center using the center's

occupational and educational resources. However, as shown in Table 14, this low usage of materials is not true for all centers. In the centers that were identified as Level #4 centers, students spend a significantly higher percentage of their time using the center's resources. In these centers, only 38% of the students spend none of their time working with the center's resources, and 20% spend more than 40% of their time in that manner.

TABLE 14

PERCENTAGE OF STUDENT TIME SPENT IN THE CAREER CENTER WORKING WITH PRINTED AND AUDIO-VISUAL MATERIALS BY CAREER CENTER LEVEL

		High School Career Centers				
		Level 2	Level 3	Level 3	Community Colleges	Total
Time Spent in Career Center	None	109 (43%)	146 (40%)	103 (28%)	45 (65%)	403 (38%)
	Less than 20%	68 (27%)	111 (30%)	95 (26%)	5 (7%)	279 (26%)
	20-40%	29 (11%)	44 (12%)	66 (18%)	9 (13%)	148 (14%)
	More than 40%	48 (19%)	66 (18%)	109 (29%)	10 (15%)	233 (22%)
	Total	254 (100%)	367 (100%)	373 (100%)	69 (100%)	1063

The percentage of time spent with materials also varies according to the number of hours the student has spent in the Career Center. As shown in Table 15 below, 40% of the students who spent six or more hours in the Career Center this school year devoted 40% or more of that time to using the center's career information resources. Of students who spent 2 hours or less in the center, only 78 (12%) spent 40% or more of that time working with the materials.

Other data concerning the use of specific categories of career information reinforces the finding that Career Centers' occupational information resources are not being used by a high percentage of students. On the whole, printed materials are used more often than the audio and/or visual materials. There are some differences in usage among the seven categories of printed materials that students were asked to rate but the differences are not dramatic. As shown in Table 16, the results fall into three groups. Approximately two-thirds of the students have used a pamphlet (68%) or a book (65%) about a career or group of careers. Slightly over half of the students reported using loose files of career information (56%) and college catalogs (55%). Slightly less than half have used a career workbook (49%), a career magazine (49%) or the Occupational Outlook Handbook (47%).

TABLE 15

PERCENTAGE OF STUDENT TIME IN THE CAREER CENTER SPENT WORKING WITH MATERIALS BY TOTAL TIME SPENT IN CAREER CENTER

		Time Spent in Career Center	
		Less than 2 hrs.	More than 6 hrs.
Percentage of time spent with materials	Less than 40%	564 (88%)	143 (60%)
	More than 40%	78 (12%)	97 (40%)
	Total	642 (100%)	240 (100%)

TABLE 16

STUDENT USAGE OF PRINTED MATERIALS

Item	Rank	Percent of use by students surveyed
Pamphlets	1	68%
Books	2	65%
Loose files	3	56%
College Catalogs	4	55%
Workbooks	5	49%
Magazines	6	49%
OOH	7	47%

The less frequent use by students of a workbook is not surprising, for not all of the centers surveyed offer career courses or units that would require the use of a career workbook. On the other hand, the Occupational Outlook Handbook is a standard source of occupational information for all the Career Centers and is considered by most Career Center staff to be an extremely useful resource. If may be that some students who have used the OOH failed to identify it by name but rather as a "book on a career." Nonetheless it is surprising that over half of the students in schools with Career Centers do not recall ever having used it. Career magazines, such as "Career World Magazine" and the Popeye Career Comics, are also promoted enthusiastically by some Career Center staffs but seem to be ignored by the majority of the students.

For all the categories of printed career information combined, 55% of the students surveyed have used them at least once this school year. For all of the equipment items combined, including soundstrips, cassettes, microfilm, filmstrips, and VIEW machines, the figure drops to 33%. In other words, only one-third of the students in schools with Career Centers have used one or more items of equipment at least once this school year. As shown on Table 17 below, the usage figures range from 40% for a filmstrip to 26% for VIEW.* These figures include only those schools which have each media item, and, therefore, provide a fair indication of the percentage of the students who have used the item given that they had the opportunity to do so. In each case, less than 9% of the student population had used the equipment more than five times.

TABLE 17

PERCENTAGE OF STUDENTS USING EQUIPMENT
IN CAREER CENTERS

Number of times used	VIEW	Microfilm	Cassette	Filmstrip	Soundstrip
0	614	601	594	559	679
	(74%)	(66%)	(64%)	(60%)	(73%)
1	84	100	117	126	90
	(10%)	(11%)	(12%)	(13%)	(10%)
2-5	79	119	145	169	108
	(9%)	(15%)	(16%)	(18%)	(11%)
6-10	24	35	40	47	34
	(3%)	(4%)	(4%)	(5%)	(4%)
More than 10	31	29	37	33	22
	(4%)	(4%)	(4%)	(4%)	(2%)
Totals	832	884	933	934	933
	(100%)	(100%)	(100%)	(100%)	(100%)

Consistent with the finding reported earlier, that students in schools with Level #4 Career Centers spend a higher percentage of their time in the center working with the materials than students in schools with less extensive Career Centers, more students in schools with Level #4 Career Centers use each item of equipment. These centers are obviously more successful in implementing programs which encourage or require students to use the center's media resources.

* VIEW was separated from other microfilm materials in this study because it has a rather distinguished and independent history of its own. As for the OOH, there may be a problem of name-recognition. Yet this percentage of use is higher than the estimated 10% to 20% reported in a recent study of the VIEW system in California, (Tadlock Associates, Inc., 1972).

From the findings of the study, it can be concluded that the mere availability of resources is no insurance that they will be used. If left up to the student's volition, much of the equipment in Career Centers will remain idle, and many of the printed materials will not be read. If career center personnel truly want to dispense career information to students, students first have to be brought into the center and familiarized with the materials, and then motivated to use them. The study data, therefore, supports the following recommendations:

Recommended: That the staff of a Career Center should place more emphasis on programs and activities that will motivate students to use the center's resources and less on the acquisition of additional resources.

Recommended: That printed materials form the basis of a Career Center's career information resources.

Recommended: That no equipment should be purchased unless a program or instructional unit has been developed to ensure its use.

Effectiveness of Materials and Equipment

All of the sources of career information are found to be of value by students who used them. As shown in Table 18, college catalogs receive the highest mean effectiveness rating by students who have used them, followed by books on careers and pamphlets on careers. Of the equipment items included in the survey, VIEW is rated to be most effective by students who had used it, followed by a filmstrip.

TABLE 18

STUDENT RATING OF USE AND USEFULNESS OF CAREER INFORMATION MATERIALS

Item	Percentage of Student Use	Student Mean Usefulness* Rating
Pamphlets	68%	2.99
Books	65%	3.11
Loose Files	56%	2.89
College Catalogs	55%	3.20
Workbooks	49%	2.77
Magazines	49%	2.73
OOH	47%	2.89
Filmstrip	40%	2.84
Cassette	36%	2.78
Microfilm	34%	2.91
Soundstrip	27%	2.78
VIEW	26%	2.96

* 4 = Very Useful
3 = Somewhat Useful
2 = Barely of Value
1 = Not at all useful

As shown in the table, the ranks for usage do not exactly correspond to the ranks for effectiveness for either the printed materials or the audio-visual materials. For example, college catalogs rank fourth for use, first for effectiveness; VIEW ranks last for usage but first for effectiveness among the equipment items. The mean effectiveness ratings for all items lie in the narrow range between 2.73 and 3.20 and point out that the students did not make full use of the 1 to 4 scale to discriminate against less effective sources of career information. Therefore, the rank order for effectiveness is only a general and not a definitive indication of the relative value to students of different materials and equipment. The most important finding is that when they do use them, students derive some value from a center's career information resources.

This finding gains greater significance in light of the fact that students who use the Career Center more often not only make greater use of the materials, but also rate the materials that they have used more highly. The items that are the least difficult to use, pamphlets, career magazines, and college catalogs reflect only small increases in usefulness ratings between those who use the Career Center frequently and those who use it infrequently.

Those sources which require motivation and expertise to use, the loose files of career information, the OOH, and books on careers are rated significantly more useful by those students who come into the center most often. As shown in Table 19 below, the mean usefulness rating for a book on careers jumps from 3.02 for those students spending less than 2 hours in the center to 3.25 for those students spending 10 or more hours in the center this school year. Similarly, the mean usefulness ratings for loose files increases from 2.75 to 3.05 for the OOH, from 2.74 to 2.99 for those students who use the center most often.

TABLE 19

MEAN USEFULNESS RATINGS* ACCORDING TO STUDENT TIME SPENT IN CAREER CENTER

	Time Spent in Career Center	
	Less than 2 hrs.	More than 10 hrs.
Books on careers	3.02	3.25
Pamphlets	2.91	3.02
College Catalogs	3.13	3.19
Loose files	2.75	3.05
OOH	2.74	2.99
Career Magazine	2.69	2.75

* 4 = Very Useful
3 = Somewhat Useful
2 = Barely of Value
1 = Not at all Useful

A reasonable inference from this finding would be that as students spend more time in the center and their career thinking becomes more sophisticated, they make better use of the printed sources of career information.

As expected, the mean effectiveness ratings for all items of equipment increase proportionately to the number of times the equipment is used. This finding can be explained in two ways: if

the student prefers a given type of information, he will use it more, and as the student's awareness of what is available for that medium increases, he will use the equipment to greater effect.

Recommended: That Career Centers stress multiple "hands on" use of career information resources to ensure that lack of use of certain materials is not due to lack of familiarity with them.

Implementation of this recommendation will involve more than giving students a cursory glance at the materials and equipment as part of a Career Center orientation. It is, therefore, suggested that an instructional unit, requiring the use of a variety of a center's printed and audio-visual resources be included in Career Center orientations or career mini-units at the freshman and sophomore levels.

Preferences for Audio-Visual Versus Printed Materials

Because the data reveals that students use the equipment and related software available in Career Centers less often than the printed materials, one might be tempted to conclude that materials requiring an audio and/or visual presentation are less popular among students than printed sources of career information. However, responses to a question on the SCCS, which asked students to choose which of five categories of audio-visual or printed materials they found most useful, suggest that this is not necessarily true. As shown in Table 20 below, films are preferred by a slightly higher percentage of students (34%) than are books (31%), followed by handouts (22%), slides (6%), and magazines (6%).

TABLE 20

STUDENT USE OF AUDIO-VISUAL VERSUS PRINTED MATERIALS BY GRADE LEVEL

Student Preference	By Grade Level				Overall
	7-8	9-10	11-12	13-14	
Films	28	177	141	28	374
	(63%)	(38%)	(28%)	(44%)	(34%)
Books	8	138	175	15	336
	(17%)	(29%)	(34%)	(24%)	(31%)
Handouts	1	91	141	10	243
	(2%)	(19%)	(28%)	(16%)	(22%)
Slides	4	31	29	6	70
	(9%)	(7%)	(5%)	(10%)	(6%)
Career Magazines	4	34	25	4	67
	(9%)	(7%)	(5%)	(6%)	(6%)
Total "N"	45	471	511	63	1091
	(100%)	(100%)	(100%)	(100%)	(100%)

It would seem then that low student usage of audio-visual equipment does not reflect its lack of popularity among students. In fact, most teachers and counselors have noted that students are reading less and less and becoming more media oriented than ever before. If this is true, then there must be other reasons for the low student usage of expensive equipment. Visits to 55 Career Centers reveal that one reason is the equipment's lack of accessibility. In centers where supervision is poor and equipment is frequently broken, the staff will sometimes put it out of reach and allow students to use it only upon request. Even when the equipment is displayed openly and is accessible to all students, it may not be used because it does not by nature lend itself to casual browsing. Students who do not know how to use the specific items of equipment are not likely to learn unless they are motivated by more than casual interest in a career area.

These preferences for audio-visual versus printed materials do vary significantly according to grade level. Referring again to Table 20, the percentage of students naming both books and handouts as most useful increases significantly from the lower grades to the higher grades. The number of students naming films as most useful correspondingly declines over the same period. Slides and magazines also become slightly less popular as grade level increases. The study concludes that younger students (grades 7-10) prefer films over printed materials and may, therefore, benefit from media presentations of career information more than do the older students.

Recommended: That orientations and career units at the junior high level and for the 9th and 10th grades be more media-oriented than Career Center programs involving upper grades, where the students rely more heavily on printed materials.

The data further shows that preference for materials depends significantly on educational plans as well as grade level. As shown on Table 21 below, the more ambitious a student's educational plans, the more the student depends upon books as a source of career information.

TABLE 21

USE OF CAREER BOOKS BY EDUCATIONAL PLANS

	Drop Out	Graduate	Trade School	2-year College	4-year College
Use of	4	19	45	94	174
Books	15%	20%	26%	26%	39%

This finding is supported by other data pertaining to the different categories of printed information in particular. Students with no post-high school educational plans use each item, books, pamphlets, catalogs, loose files, magazines, and the OOH less often than their peers who plan to continue their education. Furthermore, these students who are either dropping out of school or only plan to graduate also rate each item less highly than do the students who are continuing to a trade or vocational school, two-year college, or four-year college. In contrast, there are no significant differences according to educational plans in the usage of equipment and related materials. The data suggests, therefore, that audio-visual materials represent the best way to communicate career information to students who have no post-high school educational plans.

One further point should be made pertaining to the materials and equipment purchased for Career Centers. Staff assessments of the value of specified categories of career information do not always coincide with student ratings. For example: (1) VIEW materials are listed by far as the "most useful software item" by Career Centers surveyed. But VIEW has been used by only 26% of the students surveyed in schools with Career Centers in which VIEW is available. (2) Career center staff consider the OOH to be the most frequently-used source of career information and rank it first of six listed sources for usefulness including briefs, "Career World Magazine," a career book, and the Encyclopedia of Careers. In contrast, students indicate that the OOH is the least used of seven sources of printed career information and rank it second to last for usefulness, after pamphlets and books. (3) Career Center staff members rate a career book and the Encyclopedia of Careers as both the least-used and

least effective sources of printed information, while students rate the roughly-corresponding category, "a book on a specific career or group of careers" second for both use and usefulness. (4) Career Center personnel rate " Career World Magazine" above books on both the use and usefulness scales, but the student survey results indicate just the reverse.

In general, the student ratings on all items were higher and less differentiated than the staff ratings. In other words, staff members are more discriminating than students in distinguishing among different types of printed materials, and their judgements are certainly an important criteria for purchasing resources for Career Centers. However, student opinions should be considered as well in order to maximize the use and effectiveness of a Career Center's career information resources.

Recommended: That career center staff, especially in new centers, do not assume that "whatever is, is right" and copy materials and equipment inventories from other established centers. Proceed slowly and, if possible, base purchases on student needs and on the planned program for the center.

Filing Systems

Usage of information is to a large degree a function of accessibility. Three factors influence accessibility of information: the staff available to assist students, the general organization of the Career Center and the display of resources, and the filing systems used for the unbound occupational materials. The importance of staffing cannot be overemphasized and was discussed in detail in Chapter III. All of the Career Centers participating in the study have a facility the size of one-half a classroom or larger and displayed information in a colorful and attractive manner. There are no major differences apparent among the Level #2, #3, and #4 centers concerning the organization of the center itself.

There are, however, a wide variety of filing systems for unbound occupational materials represented by the various centers. It has been stated that "There are more plans for filing unbound occupational materials than for any other type of occupational or educational information" (Baer and Roeber, 1964). The six filing plans most frequently used in California Career Centers fall into two groups, coded and alphabetical, and no one method seems generally preferred over another. Please see Table 22 for the representation of each system among the 182 centers surveyed. For a discussion of the filing systems, refer to Baer and Roeber (1964), Hoppock (1967), Isaacson (1972), Kirk and Michels, (1964).

Obviously each Career Center must choose the filing system best suited to its own particular organization and purpose. Four points must be taken into consideration regardless of what system is implemented. First, the information must be easily accessible to the student. Many career center personnel have commented that students associate file cabinets with forbidden territory, and that they are not likely to invade them in search of information. A system using plastic bins, boxes, or open files is perhaps preferable, at least at the junior high and high school levels. Second, the filing system and amount of material to be maintained and continually updated must be manageable for the individual or individuals responsible. For a Career Center staffed only by a paraprofessional, it would be best to keep the amount of materials small and the filing system simple. Third, the filing system must be adaptable to the growing and changing needs of the Career Center and the student population. Planning is of primary importance, for it is much easier to take the time initially to set up a comprehensive filing system than it would be to switch from one system to another once the Career Center is in operation. Finally, a filing system should be directly related to the career guidance program. For example, the results of one or more assessment instruments can lead the student directly into pertinent information filed in the Career Center. In some schools where the OVIS is administered, plastic bins or boxes of information are labeled according to the 24 OVIS scales and indexed alphabetically. The Career Information System, developed by the Appalachia Education Lab, is currently being field tested at several centers in the state. The CIS is an information retrieval system that has

TABLE 22

THE MAJOR FILING SYSTEMS USED IN CALIFORNIA CAREER CENTERS PRESENTED IN RANK ORDER

Bins, boxes or folders by U.S.O.E. or other occupational clusters	47
Color-coded	7
Alphabetical	40
Bennett System	15
DOT	39
Chronicle Plan	10
California Plan	10
SRA	5
Occupations Filing Plan and Bibliography	5
No System	3
Own System	3

several points of entry; including an interest or aptitude survey (OVIS, JOB-O, GATB) a file set up by worker trait group code numbers and an alphabetical file. Because the CIS is a process, with numerous points of entry and cross-references, the results of the field testing should be of interest to career guidance personnel.

Materials and Equipment: Summary of Findings

On the basis of all of the data and information relating to the use and effectiveness of career center materials, the following suggestions can be made regarding Career Center materials and equipment inventories. These suggestions are most relevant to Career Centers just beginning to build their inventories but may be useful to more established centers as well.

1. Pamphlets are ranked first by students for use and third for effectiveness. They, therefore, represent a good initial source of occupational information for a large number of students. Since most pamphlets are inexpensive or free, centers should maintain a good supply for the files and a "rip-off rack."*

2. A set of occupational briefs, plus a service subscription provide a substantial amount of information on a wide range of occupations. The Occupational Exploration Kit (OEK) and the Chronicle Guidance Briefs are the sources most often recommended by the career guidance personnel surveyed.

3. Standard reference works such as the OOH and the DOT are for student and staff

* Ventura County has compiled lists of free and inexpensive resources plus occupational materials found in practice to be useful for secondary school students. For information contact Ron Burns, Occupational Counselor, Ventura County Superintendant of Schools.

use, so do not keep them shelved behind a desk or in a corner. Make sure they are easily accessible and that students know how to use them. Unless a center has a DOT-based filing system or cross-references materials by Work Trait Group, the OOH is preferred simply because it is easier to use.

4. For students interested in more specific information than provided in pamphlets, several books on specific career areas are valuable. These books can be purchased by commercially-produced sets, or individually. Two of the sets recommended by career guidance personnel are Vocational Guidance Manual's "Opportunities in ___ Series" (books on 70 different career areas) and Doubleday's Career Opportunities for Technicians and Specialists (5 volumes).

5. Standard college references are important if Career Centers are to assist the college-bound student. Lovejoy's College Guide, The College Handbook, and Barron's Profiles of American Colleges are most often recommended by Career Centers surveyed. The center should also keep updated financial aid information.

6. College catalogs are ranked fourth for use, but first for effectiveness by students. Career Centers should offer a wide array of community college and four-year college catalogs. The number and kind should again be dependent on the needs of the student body. Most schools will mail catalogs to the Career Center free of charge.

7. Career magazines should be a low priority unless they are used in a programmatic way. Students rated them sixth for use and seventh for effectiveness out of seven categories of printed information. The magazines do not appeal to any one group of students and do not become more useful with increased usage.

8. "Homemade" resources are invaluable in meeting the specific needs of your student population. Examples are pamphlets on how to use the Career Center, Senior Kits for graduating students looking for work, scholarship information for the college-bound students, and a reference binder containing schools and other training facilities where students can prepare for specific occupations and professions. Students frequently can assist in the preparation of these items by doing the art work or contributing other skills.

9. VIEW is rated to be the most effective media source of career information by both students and staff who have used it. Career Centers should take advantage of this unique resource, but only if the staff is willing to make certain that VIEW is used by the students.

10. If other audio-visual equipment is purchased, students can make their own films, slides or tapes on specific careers, how to use the Career Center, or exploratory work experiences, as part of a classroom or Career Center project. Initial purchases of software should focus on basic themes, such as decision-making, the world of work, and self-concept, that will not become outdated quickly.

11. At the end of each school year, students should be surveyed concerning their use of and opinion of the materials and equipment in the center. Inventories can be cut back or expanded as needed for the next year.

12. Students should be taught where to find and how to use other sources of up-to-date, local information, such as the yellow pages of the telephone book, the newspaper, community organizations, libraries, and professional organizations.

13. For sources of government publications, contact a regional office of the Bureau of Labor Statistics (in the back of the OOH) and get on their mailing list.

14. Questions pertaining to sources of materials and equipment relevant to Career Centers should be directed to a County Department of Education or the State Department's Bureau of Pupil Personnel Services.

The most significant finding of this portion of the study is that students rate highly those materials that they do use in a Career Center, but that many of a center's printed and audio-visual sources of information are being used by only a small percentage of students. To accumulate materials appropriate for students' exploration of careers is important, but of equal importance is to ensure that students effectively use the materials that are available.

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CHAPTER V

CAREER CENTER PROGRAMS AND ACTIVITIES

All Career Centers are able to dispense occupational and educational information through printed materials and materials requiring an audio-visual presentation. A smaller number of centers are able to provide extensive interaction between those individuals who know about the world of work and those who want to know. In these centers, the student is able to experience first-hand a work situation, to discover and explore personal interest areas, and to discuss career areas with counselors or individuals from the community. The scope and variety of programs and services coordinated by a Career Center is a measure of the way in which it utilizes its available resources and manpower to involve students in the career guidance process.

Some of the common denominators of Career Center programs and activities were discussed in Chapter II. This chapter will discuss in some depth a few of these: (1) speakers programs, (2) field trips, (3) the administration and interpretation of interest surveys, (4) general work experience, (5) exploratory work experience. In addition, since much of the emphasis of California Career Centers is to infuse career guidance into the classroom, by increasing faculty participation and developing classroom career units, the study also conducted an inquiry into the extent of career-related discussion in the classroom and the effect of this discussion on the students' attitudes toward their schoolwork. Finally, since student enrollment in occupational courses is promoted by many Career Centers, the relationship between enrollment in these courses and participation in Career Center activities is also explored. The information contained in this chapter is meant to inform Career Center personnel which Career Center programs and activities are well-received by students and attract a substantial degree of student participation.

Overview of Career Center Priorities

Before discussing the above programs and activities in detail, it might be well to obtain an overview of the Career Center priorities to which these programs relate. The Director, or staff

member in charge of each Career Center participating in the study, was asked to rank, in order of importance (1 = most important, 5 = least important), five major Career Center purposes. The list of purposes was approved by the Advisory Committee of career guidance specialists assembled for this study. As shown on Table 23 below, "to provide a wide range of career information" is by far the foremost priority of those centers participating in the study.* This function was the rationale behind the implementation of most Career Centers, and remains an important part of all Career Centers, regardless of their stage of development. It is not surprising to learn, therefore, that many centers consider dispensing information to be their primary responsibility. The second and third priorities, "to teach decision-making skills," and "to provide individual counseling and interest survey interpretation," require the supervision of a professional staff person, and therefore demand a greater commitment of time and resources than to dispense career information. The fourth and fifth priorities, "to give each student the opportunity to acquire a marketable skill," and "to give the students work experience," are ranked far behind the others.

TABLE 23

CAREER CENTER PRIORITIES IN RANK ORDER

Purpose	Most Important 1	2	3	4	Least Important 5	Mean
To provide a wide range of Career Information	86	30	17	11	8	1.85
To teach decision-making skills to enable the best use of Career Information	39	35	26	22	16	2.57
To provide individual counseling as well as test and interest survey interpretation	30	39	40	24	15	2.70
To give each student the opportunity to acquire a marketable skill	16	18	29	42	41	3.51
To give the student work experience "hands" on contact with the world of work	16	26	18	32	53	3.55

Responses to another question on the Career Center Questionnaire reinforce these statewide priorities determined by the rank order. Career Center personnel were asked to make an either-or choice to indicate their program emphasis: (a) "job placement, work exploration and work experience programs," or (b) "counseling, general career orientation, awareness of one's own aptitudes and interests, and teaching decision-making skills." In response to the question, 32 (18%) of the centers surveyed chose "a", 121 (66%) chose "b" and 26 (14%) refused to make the choice and checked both "a" and "b".† Once again, guidance and counseling were emphasized over work experience.

Data obtained in the course of this study suggests that with the exception of dispensing career information, these stated priorities are not always evidenced in practice. Teaching decision-making

* For the 12 Community Colleges responding to the survey, counseling was the first priority, followed by dispensing career information. The rest of the rank order follows that of secondary schools.

† Three schools (2%) did not respond to the question.

skills is more of an interest than a practice, as suggested by student scores on the Career Development Inventory, reported in Chapter VI, under the discussion of career planning. Counseling is not provided as much as Career Centers would like it to be, as indicated by the high priority given to counseling by centers throughout the state. For a discussion of data relating to career counseling, please refer back to Chapter III. Work experience is not a high priority among centers in the state, but, as data presented in this chapter will suggest, perhaps it should be.

Data from the Student Career Center Survey (SCCS), which was administered to 1100 students in 12 secondary schools with a Career Center in at least its second year of operation, was organized to give three perspectives on each of the areas under examination. First, the data was compiled to provide a statewide overview of the participation in and popularity of each activity. Second, the data was sorted according to grade level, the students' overall participation in Career Center activities, and the "level" or overall scope of Career Center programs. Finally, the results of each individual school were isolated in order to identify programs that seemed to be particularly effective.

Interest Surveys

To assist students in becoming aware of their interests and abilities, many Career Centers rely heavily on the administration and interpretation of one or more appraisal instruments. A variety of these instruments are available for student use in the California Career Centers. Table 24 below shows those most frequently used in the 182 Career Centers surveyed for this study.

TABLE 24

SELF-APPRAISAL INSTRUMENTS USED IN SURVEYED CALIFORNIA CAREER CENTERS

Instrument	Number of Centers using the instrument	Percentage*
JOB-O	71	39%
Kuder	52	29%
COPS	42	23%
OVIS	27	15%
SVIB	26	14%
SAAS	24	13%
GATB	13	7%
SDS	6	3%
Others	Less than 3 each	2%

* This percentage totals to more than 100% because several Career Centers reported using more than one instrument.

The JOB-O is the most widely-used, probably because it is brief and self-administering. Some form of the Kuder (respondent centers usually failed to distinguish between the Kuder E and the Kuder DD) is the next most popular, followed by the California Occupational Preference Survey (COPS), the Ohio Vocational Interest Survey (OVIS), the Strong Vocational Interest Blank (SVIB), and the Self-Appraisal and Assessment Structure (SAAS). Due probably to increased complexities

involving administration and interpretation, aptitude testing generally takes a back seat to interest testing in the Career Centers surveyed. Thirteen schools surveyed report that they administer the General Aptitude Test Battery (GATB) and in a few others, the Armed Services Vocational Aptitude Battery (ASVAB) is administered by an Armed Forces representative.

The results of the SCCS reveal that 804 (73%) of the students surveyed have taken an interest inventory, and that most of the students responded well to the results. Of those students who have taken an interest inventory, 497 (66%) of the students felt that the inventory "gave a generally good (accurate) representation of my interests." Only 125 (17%) felt that the "results did not reflect very well where my interests are." The rest of the students felt that the most important aspect of the interest inventory was that it pointed out their strengths (11%) and weaknesses (6%).

The study was less interested in identifying which interest inventories students have taken than in determining how the results of the interest inventories are used in a career guidance program. Student responses to the SCCS indicate that in 430 (55%) cases, interest inventories are interpreted in the classroom and by the teacher. Survey results for 251 (32%) of the students are interpreted either individually, or in a small group, probably in the Career Center itself. The remaining 99 (13%) of the students recall receiving no interpretation of an interest inventory.

After the teacher, named by 399 (57%) of the students who have taken an interest inventory, the person most responsible for interpreting results is the Career Counselor, named by 171 (24%) of the students, and a grade level counselor, named by 83 (12%) of the students. Those students who use the Career Center most often are most likely to receive assistance from the Career Counselor in interpreting the results.

Regardless of where or by whom the results of interest surveys are interpreted, the amount of time spent with students discussing the results is surprisingly small. Please refer to Table 25 for these findings. As shown below, 375 (45%) of the students who had taken an interest survey indicate that less than five minutes were spent interpreting the results. The whole process made such a small impression on 11% of the students that they are unable to recall how much time was devoted to discussing their interest survey results. Another 11% feel sure that there has been no interpretation of the results at all.

TABLE 25

TIME SPENT DISCUSSING INVENTORY
RESULTS WITH STUDENTS

Response	Number	Percentage
No Interpretation	96	11%
Less than 5 minutes	375	45%
5-10 minutes	124	15%
11-20 minutes	139	18%
Don't Recall	97	11%
Total	831	100%

It appears then that only 33% of the students who spent up to one hour or more of their time taking an interest survey were provided with five or more minutes of interpretation. Without some form of intelligent interpretation, it can reasonably be assumed that the interest survey

becomes for the student only one more wasted exercise. One explanation for this lack of follow-up is that most of the time the interest surveys are administered in the classroom and interpreted by the teacher. The faculty may be reluctant to spend much class time reviewing the results of an interest survey that does not pertain directly to the course subject matter.

The survey data further point out that a high percentage of the students who take an interest survey do not apply the results to career planning. Table 26 below shows the percentage of students who have taken each of six actions (including going to a Career Center, discussing career plans with a Career Counselor, seeking or finding work in an area recommended by the survey, and using the results in making career plans) in response to the interest survey results.

TABLE 26

ACTIONS TAKEN BY STUDENTS AS A RESULT OF AN INTEREST SURVEY

Response	Yes	No
Gone to Career Center to explore recommended job area.	644 (60%)	429 (40%)
Discussed career plans with Career Counselor.	512 (48%)	557 (52%)
Sought paid work in area recommended by survey.	305 (28%)	771 (72%)
Found job in area recommended by survey.	264 (25%)	807 (75%)
Used results in making career plans.	446 (42%)	620 (58%)
Tried to obtain exploratory work in area recommended by survey.	348 (33%)	707 (67%)

As shown in the table, over half (60%) of the students did visit the Career Center to explore recommended job areas. In many cases, a visit to the Career Center is a required follow-up to the administration and interpretation of the interest survey. However, less than half of the students used the results in making career plans (42%) or discussing career plans with the Career Counselor (48%). As shown also in the table, less than one-third of the students sought or found work in a job area recommended by the survey.

It is clear from these findings that although interest surveys are administered widely, career guidance personnel have been able to assist less than half of the students in applying the results

to their career planning. There are, however, exceptions to this finding. In one school surveyed that has a particularly extensive exploratory work experience program, 54% of the students who have taken an interest survey report that they tried to obtain exploratory work in the recommended job area. Furthermore, in all schools, the percentage of students who use the survey results to aid in the preparation of career plans increases significantly with the amount of time the student has spent in the Career Center. Please refer to Table 27 below for a breakdown of these results.

TABLE 27

USE OF SURVEY RESULTS IN CAREER PLANNING AS A FUNCTION OF STUDENT TIME SPENT IN THE CAREER CENTER

Time in Center	Use in Career Planning	
	Yes	No
Less than 2 hours	206	417
	(33%)	(67%)
2-5 hours	107	106
	(50%)	(50%)
6-10 hours	52	44
	(54%)	(64%)
More than 11 hours	81	53
	(58%)	(42%)
Total	446	620
	(42%)	(58%)

As shown in the table, oniy 33% of those students who have spent less than 2 hours in the Career Center this year used the results of an interest survey in their career planning. For students who have spent 11 or more hours in the Career Center, the figure increases to 58%. It can be concluded, therefore, that Career Center personnel are able to assist the majority of students who frequent a Career Center to apply the results of interest inventories to their career planning. But there are many more students for whom taking an interest inventory is only an isolated activity.

Discussion

Positive student reactions to the results of interest surveys suggest that these inventories represent a potentially valuable resource tool for career guidance personnel. However, the rest of the data indicate that more time is devoted to the administration of interest surveys than to the interpretation and application of the results. The study concludes that, in the words of one Career Counselor interviewed, "Whatever interest survey is used should be part of a program, with proper introduction and follow-up." If the interest survey is going to be more than a one time effort to match students with occupations, survey results must be integrated into the total career guidance program at each school, with a sufficient amount of time spent on the application and use of the survey results by students.

Recommended: That if an interest survey is to be used, the Career Center plan to set aside an adequate amount of time for interpreting the results with the students.

Suggested: That if the teacher is going to interpret the interest survey results in the classroom, he or she be thoroughly briefed on the rationale behind administering the survey and on how to intelligently discuss the results with the students. A workshop or inservice training in this area is appropriate.

Suggested: That if counseling time is limited, and surveys are administered in small groups in the center, results can be interpreted through the use of a filmstrip or other audio-visual device.

Recommended: That interest surveys are best administered when the results are going to be applied to the student's career exploration and career planning activities.

Suggested: That interest surveys at the freshman and sophomore level be general in nature and used as a basis for exploring broad career areas in the Career Center, for participation in relevant field trips, and for attending speakers programs.

Suggested: That juniors and seniors use the results of interest surveys in choosing work experience positions and making career plans in consultation with a counselor.

Suggested: That centers include aptitude testing, along with systematic interpretation and follow-up, as part of their self-appraisal activities for students.

Speakers Programs

A speakers program is part of the Career Center operation in all 14 schools in which the SCCS was administered, but the programs vary considerably in scope and quality. Most of these Career Centers have scheduled 11 or more speakers this year, and a few of the centers have offered more than 25 speakers this school year. Programs range from formal lecture-type presentations by speakers to smaller, more lively discussions in which the speakers are asked to answer all questions put to them by the students.

When asked how many speakers they have heard this school year, 670 (61%) of the students surveyed report that they have heard at least one speaker, and 418 (38%) have heard two or more. Since attendance at a speakers program is seldom required and students frequently must give up their noon hour to attend, this percentage represents a good degree of participation. When these figures are examined in relation to the level of Career Center, it appears that the number of speakers heard increases consistently with the increase in Career Center level. In schools with Level #2 Career Centers, 45% of the students have heard a speaker; in schools with Level #3 centers, the percentage increases to 60%; and in schools with Level #4 Career Centers, 70% of the students have heard at least one speaker this school year. In other words, those Career Centers with more integrated and extensive programs either schedule more speakers each year or manage to attract a larger number of students to listen to each speaker.

The data revealed that one Level #4 Career Center has an extremely high percentage of student participation in a speakers program. During an interview, personnel at the Career Center explained that they schedule four speakers each week, throughout the school year. All of the speakers relate to a Career of the Week, which in turn is based on the results of the Career Planning Inventory. To insure that the program is well-publicized, the Career of the Week schedule is organized and distributed early in the school year. For each speaker's session, all students who expressed an interest in the career area are notified individually. As a result of this approach to coordinating a speakers program, 87% of the students surveyed at this school have heard a speaker this year. There are no other significant trends concerning the attendance at speakers programs. The

responses are evenly distributed across grade levels and in relation to the amount of time spent in the Career Center.

As shown in Table 28, 75% of those students surveyed who have heard one or more speakers this school year consider the activity to be either a "good" or "excellent" means of learning about a specific career, about work in general, or about their own working attitudes and abilities. The overall mean rating of the responses is 2.96 on a scale of 1 to 4. The effectiveness ratings for speakers programs increase slightly, but not significantly, in relation to the level of the Career Center. No one grade level derives the most value from listening to a speaker, and the responses do not vary with the amount of time spent in the Career Center.

TABLE 28

STUDENT RATINGS OF SPEAKER EFFECTIVENESS

Response	Number	Percentage
4 = Excellent	166	23%
3 = Good	383	52%
2 = So-so	169	23%
1 = Poor	14	2%
Total	732	100%
Mean Overall Rating = 2.96		

On the basis of the survey data, it can be concluded that speakers programs coordinated by California Career Centers are generally well attended and well received by students.

Recommended: That speakers programs be continued, expanded, and based as much as possible on measured student interests.

Suggested: That some type of career planning survey be used to identify student needs and interests.

Suggested: That speakers be scheduled as a service to faculty, either in the classroom or in the Career Center.

Suggested: That speakers be used as part of career units in the classroom and in the Career Center, and that students be provided with suggested lists of questions and information that they might learn from a speaker.

Suggested: That Career Centers draw upon the resources of the community and the school to schedule speakers in a wide variety of career areas. These resources include faculty, parents, former students, local service clubs, and the Industry - Education Council's Resource Directory.

Field Trips

While almost all Career Centers coordinate some sort of speakers program, field trips are not a high priority for many centers. The centers in the 12 secondary schools participating in the

study conduct approximately one field trip every two months. It is obviously more difficult to arrange to take a group of students off campus during the school day or on Saturdays than it is to gather students to hear a speaker. Even so, a surprising number of students take advantage of the opportunity to visit people in their place of work. Of the students surveyed, 496 (45%) have been on one or more field trips this school year, and 212 (19%) have been on three or more. Participation in field trips is consistent across grade levels, Career Center levels, and hours spent in the Career Center.

It is likely that not all of the field trips reflected in these responses were sponsored directly by the Career Center, but regardless of who sponsored them, field trips are enthusiastically received by students. As shown in Table 29 below, 389 (82%) of the students who have been on one or more field trips rated them as "good" or "excellent". The mean rating of the responses is 3.15, or slightly higher than the mean rating for speakers' programs (2.96).

From the data it can be concluded that field trips are an activity that is well-received by students and might be effectively utilized by Career Centers to motivate students to begin exploring careers.

Recommended: That if the time and money is available, Career Centers coordinate one field trip each month and relate it as much as possible to other Career Center activities, such as interest testing and related research by the student in the center.

Suggested: That the following technique be applied to field trips coordinated by the Career Center. Take students first to the industry or place of business in which they are interested. From there take them to a trade school or appropriate place of training or education for the occupation to be explored. During the day, require the student to fill out a work sheet that asks questions relating to training, job requirements and working conditions for the occupation being looked into and require additional research in the Career Center.

TABLE 29

STUDENT RATINGS OF EFFECTIVENESS OF FIELD TRIPS

Response	Number	Percentage
4 = Excellent	167	35%
3 = Good	222	47%
2 = So-so	75	16%
1 = Poor	11	2%
Total	475	100%
Mean Overall Rating = 3.15		

Student Preferences

In order to assist Career Center personnel in establishing priorities, students were asked to identify which of five programs or services they find most useful. As shown in the right hand column of Table 30 below, speakers programs were named to be most useful by 37% of the students surveyed. Field trips are chosen by 26% of the students, followed closely by individual

counseling, chosen by 24% of the students. The other choices, group counseling and speakers seminars, were included on the survey to allow for finer distinctions in speakers' and counseling services, but each is chosen by only a small percentage of the students surveyed.

TABLE 30

CAREER CENTER PROGRAMS RATED MOST USEFUL BY STUDENTS

	Student Plans					
	Leave High School	Graduate from high school only	Go to a trade school	Go to a 2-year College	Go to a 4-year College	Total
Speakers Programs	17	46	56	126	159	404
	(63%)	(48%)	(33%)	(36%)	(36%)	(37%)
Group Counseling	1	8	7	32	36	84]
	(4%)	(8%)	(4%)	(9%)	(8%)	(8%)
Individual Counseling	3	17	41	87	119	267
	(11%)	(18%)	(24%)	(24%)	(27%)	(24%)
Field Trips	4	20	61	98	104	287
	(15%)	(21%)	(36%)	(28%)	(23%)	(26%)
Speakers' Seminars	2	5	5	11	25	48
	(7%)	(5%)	(3%)	(3%)	(6%)	(5%)
Total	27	96	170	254	443	
	(100%)	(100%)	(100%)	(100%)	(100%)	

From the standpoint of the total student population, individual counseling, and field trips are rated fairly equally, slightly behind speakers programs. This data is consistent across grade levels. However, some of these preferences do vary considerably according to the students' educational plans. As shown in Table 30 above, speakers programs are strongly favored by those students who have no post-high school educational plans. Students who plan to continue their education are more likely to prefer individual counseling than students who have no further educational plans. There are no other significant trends, but as shown on the table, field trips are most favored by students who plan to go to a trade, vocational, or technical school after high school.

Discussion

On the basis of the data presented here, it can be concluded that speakers programs are the best means of efficiently communicating career information to large numbers of students. Field

trips have the obvious advantage of enabling students to see, as well as hear about what working in a given occupation would be like. However, because they require a larger commitment of time and resources, they are not as efficient a means of exposing students to career areas. In order to maximize the effectiveness of field trips, Career Center personnel might consider scheduling them only in areas of expressed student interest and as a component part of other Career Center activities, such as career units.

From the data it is impossible to tell if group counseling is unpopular with students or simply not practiced enough to have involved more than a few of the students surveyed. On the other hand, individual counseling was chosen as "most useful" by nearly one-fourth of the students surveyed. Given the limited number of students a single Career Counselor can confer with at length each year, this represents a high degree of approval.

Career Guidance in the Classroom

Since students spend more of their time with teachers than any other school personnel, faculty participation in career guidance activities is an important priority and the single most often-mentioned objective for Career Centers in the upcoming year. At present, however, survey information reveals that of all the individuals in a school, faculty members are considered by Career Center personnel to be the least receptive to the concept of career guidance. Personnel in the 182 Career Centers surveyed for the study were asked to rate from 1 (excellent) to 5 (poor) the kind of cooperation they have received from counselors, faculty, administrators, vocational teachers, and ROP staff. As shown in Table 31 below, counselors are rated as most cooperative, with a mean rating of 1.64, and faculty are rated as least cooperative, with a mean rating of 2.44.

TABLE 31

CAREER CENTER ASSESSMENT OF COOPERATION FROM SCHOOL PERSONNEL IN RANK ORDER

	Rating					
	1 Excellent	2	3	4	5 Poor	Mean X
Counselors	100	36	22	6	2	1.64
ROP Staff	78	31	13	9	3	1.72
Administration	95	32	30	11	1	1.76
Vocational Teachers	47	62	52	9	5	2.22
Faculty	22	52	68	15	4	2.44

Comment: During interviews, several Career Center personnel pointed out that these ratings should be interpreted as reflecting the tacit cooperation of school personnel and not necessarily active participation in Career Center planning or activities.

This assessment of faculty cooperation is validated by another survey finding. Out of the 182 schools surveyed, only 71 (39%) report that 10 or more teachers incorporate career guidance into their classroom. Another 73 (40%) enjoy the participation of less than 5 teachers out of the entire faculty, and the remaining 38 (21%) judge that between 5 and 9 faculty members

incorporate career guidance into the curriculum. In many schools, the participating faculty is limited to vocational and business teachers.

Faculty participation in the 12 secondary schools surveyed in depth for the study is slightly higher than the statewide average. Five (42%) of the 12 centers report that fewer than 10 faculty members incorporate career-related materials into the classroom; 6 (50%) report that between 10 and 29 teachers relate their curriculum to careers to some degree; and one (8%) school states that more than 20 faculty members participate in the career guidance process.

To obtain a rough idea of the extent of career-related discussion in the classroom, students were asked to respond to the question, "How many of your teachers discuss the relevancy of the classroom materials to possible careers?" As shown in Table 32 below, 345 (31%) of the students recalled having no teachers discuss the relevancy of their courses to careers; 505 (46%) report that they have had 1 or 2 courses in which careers were discussed, and 245 (23%) report 3 or more courses which related course curriculum to career-related materials.

TABLE 32

STUDENT RESPONSES TO "HOW MANY OF YOUR TEACHERS DISCUSS THE RELEVANCY OF CLASSROOM MATERIALS TO POSSIBLE CAREERS?"

Response	Number	Percentage
0	345	31%
1	259	24%
2	246	22%
3 or 4	185	17%
More than 4	58	6%
Total	1093	100%

Comment: It is likely that these percentages may be slightly high because those teachers willing to let the researchers administer the surveys in the classrooms were likely to be those members of the faculty most interested in career guidance.

To determine the student reaction to these discussions, students next were asked to respond to the question, "In those classes where career information is included, how much does it affect your attitudes toward your schoolwork?" As shown in Table 33, 351 (48%) of those students who have had a teacher who discussed the relevancy of a course to careers felt that their attitude toward their course-work improved as a result; 330 (45%) felt that their attitudes toward the course remained the same; only 55 (7%) of the students considered a career-related discussion to be a waste of time.

Discussion

The two questions on the SCCS pertaining to class discussion of careers as they relate to course content were intended to provide only a broad overview of (1) the degree to which career-related materials have been incorporated into the curriculum, and (2) an indication of the effect of career disucssions on students' attitudes towards their schoolwork. In many instances, the discussion the students were evaluating may have been either the interpretation of an interest

TABLE 33

EFFECT OF CLASS CAREER DISCUSSION ON
STUDENT'S ATTITUDE TOWARDS SCHOOLWORK

Response	Number	Percentage
Much Improved	111	15%
Improved	240	33%
About the Same	330	45%
Waste of Time	40	5%
Not Worth Having	15	2%
Total	736	100%

survey that had been administered classwide or a research paper on a career assigned in an English class. The results, therefore, in no way represent an evaluation of career courses or classroom career units. However, the fact that only 48% of the students found the class discussions relating course work to careers to be of some value suggests that this is an area requiring considerable attention from career guidance personnel.

From the data presented above, it is concluded that actual faculty participation in career guidance is more hoped-for than actual. Several reasons have been suggested for this lack of faculty involvement in career guidance. First, as noted by Pruitt (1969), most teachers do not naturally view their subject matter vocationally. The concept is as new to them as it is to the students, and they are not yet comfortable with it. Secondly, teachers are reluctant to incorporate any additional subject matter into a curriculum which is already planned to span an entire semester or year. Career Centers cannot begin to encourage faculty participation by placing additional demands on their time. Thirdly, there is seldom a clear incentive for teachers to experiment with career-related materials in their curriculum and few teachers are likely to introduce career-related materials on their own initiative. It is clear, therefore, that Career Center personnel who wish to extend career guidance activities outside of the Career Center itself must approach the problem of faculty participation in a systematic way, beginning with the school principal, who has the authority to initiate changes.

Recommended: That Career Centers operate as a service to teachers, and work with the administration to systematically incorporate career guidance curriculum into the classroom.

Suggested: That Career Center staffs organize career materials (films, lists of speakers, printed information, etc.) appropriate for each department in the school, and have them readily available, preferably on a mobile cart.

Suggested: That centers offer to schedule speakers and field trips that relate to a teacher's curriculum.

Suggested: That centers have a faculty orientation and open house in the center (complete with coffee and donuts) and enlist the aid and enthusiasm of students.

Suggested: That Career Center personnel select one teacher in each department and begin "selling" them first.

Suggested: That centers (a) identify teachers in a school who are interested in or receptive to the career guidance concept, (b) form a committee composed of a counselor, an administrator, some students, and the teachers, and persuade the teachers to experiment in their classrooms and (c) ask the teachers to share the results with the rest of the faculty at the end of the year.

Suggested: That Career Centers serve as a resource for teachers who wish to develop units for their classes. Information would include how different occupations relate to the course; how leisure time activities relate to the course; and how education and future training for career areas relate to the course.

Suggested: That when informing faculty of Career Center services, go through the department chairman.

Suggested: Invite teachers to participate in Career Days, Nights or Fairs by asking them to relate their subject matter to occupations.

Suggested: That the Career Center build support by sharing with other departments equipment that has been donated or purchased for the Career Center.

Enrollment in Occupational Courses

Since occupational courses are one means of providing students with entry level skills for employment and enabling them to explore in depth an occupation, one of the objectives of the study was to determine the relationship between visiting a Career Center and enrollment in an occupational course. Three questions on the Student Profile for Exploring Careers (SPEC) asked students about their most recent involvement in an occupational course, the reason for their enrollment in the course, and if the student had a job, how much it was related to his occupational course.

Of those students surveyed, 751 (58%) have never enrolled in an occupational course nor have plans to do so. Of the remaining students, 194 (15%) are presently enrolled, 48 (4%) were enrolled last summer, 112 (9%) enrolled either last year or two years ago, and 171 (13%) plan to enroll. As shown in Table 34 below, the percentage of students who are currently enrolled in occupational courses increases from 10% to 26% with increased visits to a Career Center; 66% of those students who have never enrolled have never been to a Career Center, while 48% of the students who have never enrolled in an occupational course have been to the Career Center 7 or more times.

TABLE 34

ENROLLMENT IN OCCUPATIONAL COURSES BY VISITS TO A CAREER CENTER

	Visits to a Career Center					
	Never	1-2 times	3-4 times	5-6 times	7 or more times	Total
Now Enrolled	32	38	45	19	55	194
	(10%)	(11%)	(19%)	(13%)	(26%)	(100%)
Never Enrolled	216	209	134	85	101	751
	(66%)	(61%)	(55%)	(58%)	(48%)	(100%)

In response to the question, "Why did you enroll in an occupational course?", most students indicated that they enrolled for the purpose for further training (29%) or occupational exploration (22%). Please see Table 35 below for a breakdown of these results. Another 26% enrolled for the purpose of either obtaining a job (16%) or advancing in a present job (10%). The remaining 23% of the students surveyed who are enrolled in an occupational course enrolled for the purpose of personal enrichment or leisure time activities.

TABLE 35

REASONS FOR ENROLLMENT IN OCCUPATIONAL COURSE
IN RELATION TO VISITS TO CAREER CENTER

Why Enrolled in Occupational Course	Visits to Career Center					
	Never	1-2 times	3-4 times	5-6 times	More than 6 times	Total
Help obtain job	15	15	13	7	23	73
	(17%)	(14%)	(15%)	(13%)	(23%)	(16%)
Further training	24	29	30	16	29	128
	(27%)	(26%)	(34%)	(30%)	(30%)	(29%)
Job Advancement	12	12	8	4	7	43
	(14%)	(11%)	(9%)	(7%)	(7%)	(10%)
Exploration	14	23	20	15	25	98
	(16%)	(21%)	(22%)	(28%)	(26%)	(22%)
Personal Enrichment	11	16	14	7	7	55
	(12%)	(14%)	(16%)	(13%)	(7%)	(13%)
Leisure time Activities	12	15	4	5	7	43
	(14%)	(14%)	(4%)	(9%)	(7%)	(10%)
Total	88	110	89	54	99	
	(100%)	(100%)	(100%)	(100%)	(100%)	

As shown in the table, with increased visits to a Career Center, there is a slight increase in student enrollment in an occupational course for the purpose of exploring a specific career. One additional finding of interest, is that there does not appear to be a significant relationship between the number of visits to a Career Center and having a job which relates to an occupational course. For students who have never visited a Career Center, the mean rating of responses to the question, "If you've had a job, how much is it related to occupational courses that you have taken?" is 1.75 (1 = not at all, 5 = very much). For students who have visited a Career Center 7 or more times, the mean rating of responses is 2.16. The mean rating is low for all students. In other words, for the students surveyed, jobs usually are not related to occupational courses. This finding is consistent

with the findings reported earlier, that students' jobs are seldom related to results of interest surveys or to school or Career Center activities.

Recommended: That Career Centers that are promoting enrollment in occupational courses continue to do so, and that Career Centers provide career guidance services (work experience and occupational information) for students who are enrolled in occupational courses.

Suggested: That Career Centers keep records on students who have come to the Career Center and are interested in enrolling in occupational courses. Once the course is selected, the Career Center staff can provide the student with appropriate information.

Work Experience

Work experience falls into a category that is different from either speakers programs or field trips. By participating in the latter, the student explores the world of work from the position of an observer. In work experience, the student is no longer learning by hearing and seeing–he or she becomes an actual participant and learns from doing. There are three types of work experience offered to students in California secondary schools: general work experience, which is paid, supervised part-time employment for school credit, vocational work experience, which refers to part-time employment related to an occupational course in which the student is enrolled, and exploratory work experience, which is unpaid part-time placement at an exploratory station for school credit.

Work experience programs were originally conceived after World War II to enable low-income students to remain in school by receiving school credit for part-time work. At present, the emphasis of work experience is on the learning rather than the financial aspect of the experience. Most Work Experience Coordinators interviewed for this study believe that regardless of the nature of the work, the "real world" experience of holding down a job is in itself of tremendous educational value for the student. Ideally, work experience education enables the student to acquire good work habits, such as punctuality, dependability, and the ability to work with others while allowing the student to explore the world of work at first hand.

The study has provided ample evidence that at present, work experience programs are not a top priority in most California Career Centers. As discussed earlier in this chapter, "to give each student the opportunity to acquire a marketable skill" and "to give students work experience" are ranked fourth and fifth of five Career Center purposes by the 182 Career Centers surveyed. Only 32 (18%) of the centers actually emphasize "job placement, work exploration and work experience programs" over "counseling, general career orientation, awareness of one's own aptitudes and interests, and teaching decision-making skills." Furthermore, as discussed in Chapter III, 28% of the Career Centers surveyed report that the work experience program is coordinated from a separate location within the school.

Because a work experience program is a costly and time-consuming undertaking, it is important to assess its role in relationship to a Career Center's career guidance program. A series of questions on the SCCS asked students about their participation in and opinion of both general work experience and exploratory work experience programs. Visits to the Career Centers and interviews with the staff in each school surveyed further clarified the types of programs currently being conducted and are the basis of much of the discussion that follows.

General Work Experience

Of the 12 secondary schools in which the SCCS was administered, 2 have Career Centers which conduct a general work experience program of over 300 students; 2 have Career Centers

which conduct programs of between 200 and 300 students; three have Career Centers with programs of between 100 and 200 students; 4 have no work experience program operating from the Career Center; and one, a junior high school, has no general work experience program. Two of the Career Centers which coordinate work experience programs report that they emphasize work experience over the center's other guidance activities. This sample is, therefore, fairly representative of the relationship between work experience and Career Center programs evidenced throughout the state.

All students surveyed were asked to indicate the number of jobs held in general work experience and to rate the effectiveness of the experience, i.e. how the activity helped them to learn about (1) a specific career, (2) work in general, and (3) their working attitudes and abilities. Since a student must be 16 years of age to participate in a work experience program, only the responses for the sophomores, juniors, and seniors are reported here.

Of the 760 sophomores, juniors, and seniors surveyed, 405 (53%) report that they have participated in general work experience. It is probable, however, that many students who have never heard of the work experience program responded to the question on the basis of the number of part-time jobs they have held. As expected, the participation in work experience increases with grade level, but bears no relationship to the amount of time spent in the Career Center.

As shown in Table 36 below, 81% of the students who indicated that they have participated in general work experience rate it to be "good" or "excellent." These effectiveness ratings do not vary significantly between those schools which coordinate work experience from the Career Center and those schools in which the work experience program is coordinated from a separate part of the school.

TABLE 36

EFFECTIVENESS OF GENERAL WORK EXPERIENCE
(SOPHOMORES, JUNIORS, AND SENIORS)

Response	Number	Percentage
4 = Excellent	181	37%
3 = Good	215	44%
2 = So-so	76	15%
1 = Poor	18	4%
Total	490	100%
Mean Overall Rating = 3.14		

Comment: It should be noted that just as all students who indicated participation in work experience probably had not been actually involved in the work experience program, these ratings probably do not reflect an evaluation of just work experience education but of the value of simply having a paying job as well.

In an effort to identify programs which seem most effective, the student ratings for each school in which the Career Center coordinated a work experience program were examined separately. The mean ratings for the individual schools all fall within the narrow range between 2.94 and 3.17, suggesting that regardless of the type of program, work experience is rated uniformly high by students.

The two programs that are rated to be the most effective (each with a mean rating of 3.17) by the students surveyed are very different. Program A, which is part of a Level #3 Career Center, involves 125 students and is staffed by one paraprofessional and one Career Counselor who spends half of his time as a Career Counselor and half as a Work Experience Coordinator. Program B is in a Level #4 center that was begun by a Work Experience Coordinator and now has two full-time Work Experience Coordinators on the staff working with between 250 and 300 students. The Coordinators judge that they place 20% to 25% of their work experience students in career-related jobs. Pictures of each student in work experience cover the bulletin board across one wall of the center and a map with pins to show individual work experience locations spreads along another.

Discussion

Since students 16 to 18 years old have few, if any, marketable skills, most are placed in take-out food stands or other non-career related jobs. Most Work Experience Coordinators interviewed estimate that between 10% and 15% of the students in their programs work in an area related to their career interests. Some guidance personnel argue that making hamburgers two hours a day is of limited educational value and is definitely not worth the time-consuming paper work and supervision that must accompany a work experience program. However, as indicated by the survey data, students are enthusiastic about work exeprience. The real issue then is not the value of work experience relative to other career guidance activities, but how to integrate work experience more effectively into a total career guidance program.*

> *Recommended: That career guidance personnel work closely with a Work Experience Coordinator, who preferably has an office in the Career Center, to provide pre-placement preparation as well as related instruction and follow-up counseling, to students, either individually or in groups.*

Exploratory Work Experience

Exploratory work experience programs vary widely in both scope and program requirements, ranging from a simple day-on-the-job to 80 hours of placement. In theory, exploratory work experience has all of the advantages of general work experience and few of the drawbacks. Because the student is not paid, and need not have the requisite skills for employment, he or she is placed at an exploratory station purely on the basis of interest. At the work stations, the student is able to learn first hand the nature of an occupation in which he or she is interested. Without being committed to a lengthy period of actual employment, the student can also learn the importance of punctuality, dependability, and human relations.

Few schools have the time or the resources to commit to these demanding and time-consuming programs. In most cases, general or vocational work experience and ROP programs take precedence over exploratory work experience. Of the 12 schools surveyed, 6 offer some kind of exploratory work activity, but only 3 schools conduct year-round exploratory programs involving 70 or more students. In the junior high school, the program is coordinated at the district level and involves 35 ninth graders. Another school places students in exploratory work stations only during a "Joy of Learning Week." In a third school, the program is managed through a work experience office in a different part of the campus and involves only 40 students in its program.

Of the students surveyed, 336 (33%) report that they have participated in an exploratory program. Like the figures for participation in general work experience, this percentage is higher than expected, given the small number of students involved in exploratory work experience in

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* For a further discussion of work experience, refer to Chapter III, under Work Experience Coordinator.

each school surveyed. Many students who had never heard of exploratory work experience must have responded to the question on the basis of unrelated volunteer or unpaid positions they have held. For this reason, the students' effectiveness ratings for exploratory work experience programs reported in Table 37 below include only the data from the 3 schools with substantial programs involving 70 or more students. For the other schools, it was found that student knowledge of the exploratory work experience program was minimal.

TABLE 37

EFFECTIVENESS OF EXPLORATORY WORK EXPERIENCE
(includes only those schools with year-around programs)

Response	Number	Percentage
4 = Excellent	62	48%
3 = Good	50	38%
2 = So-so	16	12%
1 = Poor	3	2%
Total	131	100%
Mean Overall Rating = 3.31		

As shown in the table, exploratory programs were rated highly by those students surveyed who have participated in them. Eighty-six percent (86%) of the students rate exploratory work experience to be "good" or "excellent." The overall mean rating of 3.31 is the highest of all the programs discussed in this chapter.

Discussion

This good reception on the part of the students to exploratory work experience programs should encourage the many guidance personnel who are interested in initiating an exploratory program in their school to redouble their efforts to do so. Two of the programs represented in the above student ratings are unlike any others discovered in the course of this study and, therefore, warrent special mention.

In Program A, exploratory work experience is termed "Career Development"* and is the responsibility of 6 career education teachers. Each teacher is a Career Cluster Specialist and develops and monitors all of the general work experience, exploratory work experience (which is emphasized) and ROP courses for students assigned to their cluster. These teachers also teach classes in another department which relates to their career cluster assignment. For example, a teacher who teaches in the Home Economics Department supervises the Personel Service Career Cluster and the Homemaking Occupations Career Cluster.

The 6 career education teachers have access to a district computerized job bank list which contains 2,800 exploratory positions available to students in local schools. The staff estimates

* Because of the difference in terminology, many students in this school may have failed to relate exploratory work experience with "Career Development" and the data may not accurately reflect the students' assessment of this program.

that 40% of the juniors and seniors at this school are enrolled in career programs and earn credit off-campus in local business and industries.

Like Program A, Program B includes exploratory work experience as an integral part of the career guidance program, only in this case, the program is handled by one full-time Exploratory Work Experience Coordinator. In order to earn credit, a student must complete three phases of the semester-long exploratory work experience program. First, there are several pre-placement activities. In addition to completing weekly A-V worksheets, each student must take both an interest test, and a personality inventory and interpret the results with the Career Guidance Counselor. The student must also complete a resumé that is mailed to his career station supervisor prior to placement. Finally, before a student is placed at a work station, he must conduct a thorough exploration, on his own, of the career in which he is interested.

The worksheet that the student must complete asks for information on: (1) job qualifications, job description, and salary, (2) working conditions and the student's reaction to them, (3) the job market assessment, including a survey of local classified ads, (4) employment agencies–names, fees, and functions, and (5) promotion opportunities in that career area. The students are also asked to consider and be able to respond to questions that are likely to be asked on a job application or during an interview.

This preliminary exploration of a career amounts to more than just a research project. It is designed to ensure that each student knows what he is getting into before he is actually placed, and allows the student ample opporunity to change his mind. For example, a student who loves animals might wish to do his exploratory work in a veterinarian's office. During the course of his preliminary exploration, it may occur to him that he cannot bear to see animals in pain and reconsider his choice. Only after completing the worksheet is the student assigned to a work station.

Once the assignment has been made, the Exploratory Work Experience Coordinator takes the student to his location, introduces him to the supervisor and familiarizes him with details such as places to park and the location of bathrooms, important details to a shy 16 year old who has never worked before. The student is given a special name tag so that he is not mistaken for an employee.

During the semester, the student spends between 20 and 30 hours at each of two work stations. While "on the job," the student is required to complete another worksheet entitled "At the Career Station." The questions provided not only give him topics for discussion with the supervisor and other employees, but also force him to consider in greater detail the career he is exploring. During this time, the student also keeps a Daily Record of his thoughts and feelings relating to the experience. At the end of each placement period, and before the next exploratory placement, the student brings his worksheets and Daily Record to a conference with a counselor for a discussion and review of the experience.

Both of the programs described here have avoided the most serious pitfall of exploratory placement–the situation in which work exploration becomes student exploitation. If a student is doing no more than cleaning cages at the Animal Shelter or sweeping floors for a local business, he or she should at least be paid for these labors. With a good exploratory program, unions have no basis for their occasional complaint that free student labor takes jobs away from the working individual. The student is placed at a job station to learn and to participate only to the degree that it facilitates his learning. It has been the experience of the individuals involved with the above-described programs that once the business community is aware of the intentions of the program, the response is extremely favorable.

It is clear that most Career Centers do not have the manpower or resources to implement the more extensive programs described here. Yet the enthusiastic response from those students who

have participated in exploratory work experience suggests that this is one career guidance activity that should be given further consideration and possibly a higher priority in many career guidance programs.

Recommended: That if adequate time and resources are available, an exploratory work experience program should be an important priority for Career Centers.

Student Priorities

To determine which of several formal means of exploring careers students prefer, students were asked "From which activities do you learn most about your expected career areas?" As shown in the right hand column in Table 38, the findings confirm the previous recommendations pertaining to general and exploratory work experience; 61% of the students surveyed indicate that they learn most about career areas from work experience, either general (46%) or exploratory (15%), while only 39% report that they learn most about career areas from classroom activities–academic classes (16%) shop or consumer education classes (12%) or vocational training (11%).

TABLE 38

STUDENT PREFERENCES FOR LEARNING ABOUT CAREERS
BY EDUCATIONAL PLANS

	Educational Plans					
Student Preferences	Leave High School	Graduate from high school only	Go to a trade school	Go to a 2-year college	Go to a 4-year college	Total
General Work Experience	17	54	88	153	190	502
	(63%)	(56%)	(52%)	(43%)	(43%)	(46%)
Exploratory Work Experience	2	9	22	60	68	161
	(7%)	(9%)	(13%)	(17%)	(15%)	(15%)
Vocational Training	0	13	18	47	40	118
	(0%)	(14%)	(11%)	(13%)	(9%)	(11%)
School Shop or Consumer Education	5	13	29	50	35	132
	(19%)	(14%)	(17%)	(14%)	(8%)	(12%)
Academic Classes	2	7	13	44	113	179
	(7%)	(7%)	(8%)	(13%)	(25%)	(16%)
Total	27	96	170	354	443	
	(100%)	(100%)	(100%)	(100%)	(100%)	

As shown also in the table, those students with no post-high school educational plans are most likely to choose work experience as a means of exploring careers. Conversly, the percentage of students who feel they learn most about career areas from academic classes increases from 7% of those students with no post-high school educational plans to 25% of those students who plan to go to a 4-year college. Similarly, a higher percentage of students with further educational plans than those without plans choose exploratory work experience.

Simulation of a Situation

One further Career Center activity, simulation of a situation, has been largely neglected in the Career Centers surveyed in this study. This activity, which includes role-playing, forms the major part of career games. This activity can be easily conducted in either a classroom or a Career Center, and is, therefore, worth mentioning in this report as an as yet unexplored but potentially valuable resource for Career Centers.

Role-playing activities and interactions enable a student to actively explore a work situation or specific occupation without actually demanding a long-term commitment on his or her part (i.e. work experience) or formal supervision and organization on the part of the staff (field trips, career units or courses). One of these activities, a mock interview, gives students valuable practice in a situation they will eventually have to face, and if video-tape equipment is available, actually allows the students to see themselves as an interviewer might see them. Role-playing activities also demand active involvement on the part of the student. One student can become an "expert" on a particular career and, like a speaker from the community, answer questions put to him by other students.

Both of these activities are frequently incorporated into career games, which are used by only a few of the centers surveyed. Although this study obtained no data on the effectiveness of these games, two of them, the Life Career Game and Job Experience Kits have been tested and analyzed elsewhere (Boocock, 1967, Bertcher, *et.al.*, 1971, Hoppock, 1967). The Life Career Game is designed for secondary school students to give them some advanced experience in planning. It is played in teams of 2 to 4, and requires that the students make educational, vocational, and personal decisions which will be best for a hypothetical person's present and future life. Evaluations of the game indicate that players enjoy it, that it provides an efficient means of communicating factual informaton, that it provides practice in situations students have not yet experienced, and that it gives them an appreciation for the complexities of decisions that lie ahead.

The Job Experience Kits, which relate to 20 different occupations, ask students to make actual work-related decisions without an actual commitment to employment. Evaluators of these kits also claim that they stimulate students to seek further occupational information. Therefore, to encourage active student participation in career exploration and decision-making activities, Career Center personnel might consider using career games in conjunction with other Career Center activities.

Summary

The study concludes that all of the programs and activities examined in this chapter, general work experience, exploratory work experience, field trips, speakers programs, and the administration of interest surveys, are well received by students. A summary of the major findings follow below:

1. In 28% of the 182 Career Centers surveyed, the work experience program is not closely articulated with the career guidance program. However, work experience is well-received by the students. Eighty-one percent (81%) of the students who participated in general

work experience rated it to be "good" or "excellent." The mean effectiveness rating for work experience was 3.14 on a scale of 1 (poor) to 4 (excellent).

2. Exploratory work experience programs received a mean effectiveness rating of 3.31, or the highest of all the Career Center activities discussed in this chapter. However, few Career Centers have the time or resources to coordinate exploratory work experience programs. Only three of the twelve schools in the sample conducted year-around programs involving 70 or more students.

3. When asked from which activities they learn most about career areas, 61% of the students surveyed chose work experience, either general (46%) or exploratory (15%), while 39% chose classroom activities, either academic classes (16%), shop or consumer education (12%), or vocational training (11%).

4. Field trips are not a high priority for many Career Centers but are judged by students to be valuable. Forty-five percent (45%) of the students surveyed had been on one or more field trips this year (all were not necessarily sponsored by the Career Center), and 82% of the students participating in field trips rated them to be good or excellent. The mean rating for effectiveness is 3.15.

5. Speakers programs are well-attended and very popular among students. Sixty percent (60%) of the students surveyed had heard one or more speakers this school year, and 75% of those who had attended a speakers program rated it to be good or excellent. The mean rating for effectiveness is 2.96.

6. Most students who have taken an interest inventory feel that the results are fairly representative of their actual interests. Only 33% of the students who have taken an interest inventory indicated that 5 or more minutes were spent interpreting the results. More than half (58%) of the students did not apply the results to career plans.

The study also found that there is a correlation between a student's enrolling in an occupational course and the number of times the student has visited a Career Center. Finally it was determined that although to infuse career guidance into the classroom is a top priority for many centers in the upcoming year, most Career Centers currently enjoy the participation of fewer than 10 teachers and 77% of the students surveyed have had fewer than three teachers who discuss the relevancy of their curriculum to career areas.

Each of the above activities serves an important function in the overall operation of a Career Center. Interest surveys can assist students understand themselves and discover career areas that may be of interest to them. Speakers programs and field trips can provide students with an initial exposure to a career or career area. By questioning speakers and visiting people in their place of work, students can begin to develop an understanding of what working in a given occupation would be like. By taking a vocational course, a student can explore a specific occupation in depth and actually begin preparing for entry-level employment. Work experience can provide the important reality-testing component in a Career Center's overall program. The actual contact with the world of work can test previous attitudes and opinions as well as enlarge students' experiences to give them a new foundation of knowledge upon which to base future decisions. Finally, the incorporation of career-related materials into the school curriculum can establish in the students' minds the extremely important connection between what they are doing now and what they will be doing for the rest of their lives.

The challenge for Career Center personnel lies not in simply supplying the above services, but in maximizing their effectiveness by integrating them into a total career guidance program. It can be reasonably assumed that spending one or two hours in a Career Center, or listening to one or two speakers each year will not significantly influence a student's career development. As discussed earlier in Chapter II, only 22% of the students surveyed in schools with Career Centers

in operation for more than one year have spent six or more hours in the Career Center this year. As also discussed earlier, the Statewide results of the Priority Counseling Survey, administered through the State Department of Education, show that 63% of the 25,959 10th and 12th grade students surveyed express a need for help with career planning.

It is evident, therefore, that not all students who would like help with career planning or have expressed an interest in obtaining career information take advantage of the opportunities to do so.

Recommended: That a certain amount of career guidance should be considered indispensable and include all students, at least once a year.

It is time for Career Centers to focus on career guidance as a process and not a series of isolated activities. On the basis of these findings and the established objectives for their Career Center, career guidance personnel should design an overall program which will effectively utilize all of a Career Center's resources.

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CHAPTER VI

EFFECTIVENESS OF CAREER CENTERS ON STUDENTS

In the previous chapters, the major component parts of a Career Center have been examined separately. Data has been presented to provide information in each of the following areas: (1) How a career center staff allocates its time among a variety of responsibilities; (2) What materials and equipment are in a Career Center and to what degree students are using them; (3) What programs and activities are coordinated by Career Centers and to what degree students participate in them; (4) How students rate the effectiveness of a Career Center's materials and equipment, programs, and staff.

This chapter will consider Career Centers as the sum of many parts and address perhaps the most important question posed by the study: "What measurable impacts do Career Centers have on the career development of students?" Specifically, the study sought to discover the extent to which going to a Career Center has an impact in the following areas:

(1) Student satisfaction with a school's career guidance services;
(2) The degree to which students explore careers;
(3) Students' ability to list interests and abilities and careers that relate to these interests and abilities;
(4) The degree to which students engage in career planning activities.

Although many Career Centers have been in existence for several years, there are little objective data pertaining to the above areas.* Few schools identified for this study conduct Career Center evaluations of any kind, and virtually none have collected impact data on the effectiveness of their programs. Student responses to questions on the Student Profile for Exploring Careers (SPEC) and the Career Development Inventory (CDI), both of which are discussed in the Introduction, help evaluate the impact of Career Centers in the four areas listed above.

* For the results of evaluations which have not provided data, see American Institute of Research (1973), and Oklahoma State Department of Education (1970).

Guidance and Counseling

One of the objectives of the study was to determine students' assessment of career guidance services and to what extent this assessment is influenced by the presence of a Career Center on campus. Responses to five questions on the SPEC Sheet contribute information in this area. Students were asked: (1) "To what degree are you receiving enough career guidance at your school?" (2) "Do you feel that the counselors can assist you in planning an educational and training program which meets your needs?" (3) "To what degree are the counselors and guidance personnel in your school aware of different resources (materials, programs, jobs, classes) which are important for careers?" (4) "How much assistance from counselors or other guidance personnel have you received exploring these careers?" (5) "To what degree do you want more career information from the counseling and guidance staff?" Responses to each of these five questions were based on a Likert-type scale, ranging from 1 to 5.

In response to the first question, 551 (37%) of the students surveyed state that they are receiving "none" or "not enough" career guidance; 570 (38%) state that they are receiving "some" career guidance; and 382 (25%) consider that they are receiving "quite a bit" or a "great deal" of career guidance. In a recent nationwide study of the career development of youth (Prediger, *et.al.*, 1974) approximately 50% of the students surveyed reported that they were receiving inadequate career guidance services; in this study, the percentage is lower, at 37%. These response patterns take on even greater significance when examined in light of the number of times the students have visited a Career Center. Throughout the following discussion, please refer to Table 39, which shows the mean rating of responses to each of the questions listed above according to the number of times the students have visited a Career Center.

TABLE 39

MEAN RATINGS OF RESPONSES TO COUNSELING AND GUIDANCE QUESTIONS BY NUMBER OF VISITS TO A CAREER CENTER

Question (Q)		Number of visits to Career Center						
		None	1-2 times	3-4 times	5-6 times	7 or more times	F Ratio	F_{lin} Ratio
Receiving enough career guidance (Q48)	$\overline{X}$	2.20	2.66	3.01	3.35	3.57	86.04	80.63*
Counselor can assist in planning (Q47)	$\overline{X}$	3.04	3.09	3.38	3.57	3.68	19.54	18.45*
Counselor and guidance personnel aware of resource (Q46)	$\overline{X}$	3.42	3.65	3.79	3.90	4.13	16.61	15.60*
Assistance in exploring careers (Q20)	$\overline{X}$	1.87	2.10	2.50	2.68	2.96	50.93	48.00*
Want more information (Q49)	$\overline{X}$	3.11	3.16	3.23	3.29	3.27	1.13	N.S.

*($p<.01$)

As shown in Table 39, for students who have never visited a Career Center, the mean response to the first question, "To what degree are you receiving enough career guidance at your school?" is 2.20; for students who have visited a Career Center seven or more times, the mean response

jumps to 3.57. The F test for linearity establishes that this is a significant incremental increase.* In other words, students who frequent Career Centers are much more satisfied with the amount of career guidance they are receiving than students who have not visited a Career Center. The data also suggests that the existence of a Career Center in a school influences the degree of satisfaction with career guidance of the student body as a whole. For students in a school with no Career Center, the mean response to the first question "To what degree are you receiving enough career guidance?" is 2.25; for schools with first year centers, the mean increases to 2.79; for Level #2, #3, and #4 centers, the mean response is 2.75, 2.91, and 3.12, respectively.

In keeping with this finding, student confidence in the knowledge and ability of counselors and guidance personnel to assist them in their career and educational planning also increases in proportion to the number of times the student has visited the Career Center. On the whole, 698 (46%) of the students surveyed feel that counselors can assist them "quite a bit" or "extremely well" in their planning. This general confidence in counselors is high, but it does increase from a mean rating of 3.04 for those students who have never visited a Career Center to a mean rating of 3.68 for those students who have visited Career Centers 7 or more times. This represents a significant increase. Similarly, 964 (64%) of the students surveyed judge that counselors and guidance personnel are either "fairly aware" or "extremely aware" of career planning resources, and the mean response rating increases from 3.42 to 4.13, which represents a significant increase, for those who have not visited a Career Center and those who frequent a Career Center.

This high degree of student confidence in guidance personnel is most interesting when considered in the light of responses to the next question, "How much assistance from counselors and other guidance personnel have you received exploring careers?" Nine hundred (59%) of the students surveyed stated that they were receiving no assistance or only "a little" assistance from counselors and guidance personnel in exploring careers; 403 (26%) reported receiving "some" assistance; and 235 (15%) reported receiving "quite a bit" of assistance or "a great deal" of assistance in exploring careers. As shown in Table 39, the mean responses to this question do increase at a significant linear rate with increased visits to a Career Center, but nonetheless, the mean rating remains generally quite low (a low of 1.87 and a high of 2.96 on a scale of 5). This finding is consistent with others reported earlier pertaining to the allocation of a Career Center staff's time. It was found that many Career Center personnel devote much of their time to activities which underutilize their skills, and on the whole, spend only a small percentage of their time with students. For example, only 19% of the students surveyed spent more than 10% of their time in the Career Center with the Career Counselor. It appears, therefore, that although student confidence in counseling and guidance personnel is generally high, the amount of assistance they receive directly from these individuals is small.

The one area that is not significantly influenced by visits to a Career Center is the students' desire to receive further career information. Most students want more career information regardless of how many times they have visited the Career Center. Of the students surveyed, 403 (26%) said that they do not want any or want "very little" additional career information; 449 (30%) indicate that they want "some"; and 646 (43%) indicate that they want "quite a bit" or a "great deal" more information. It is apparent that students throughout the state want more career information than they are now receiving, and even students who visit Career Centers still want additional assistance. Please examine Figure 1, for an illustration of the increased mean ratings for the above question according to the number of visits to Career Centers.

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* The degrees of freedom for the F ratios on Table 39 are 4 for the treatment variable and between 1400 and 1500 for the error variable. The degrees for the error variable are high. The reader therefore, must use caution in interpreting isolated F ratios obtained. We are primarily looking for patterns of responses and not for an individual significant F ratio. A type 2 error, or the rejection of a "true" null hypothesis is a problem with such high degrees of freedom.

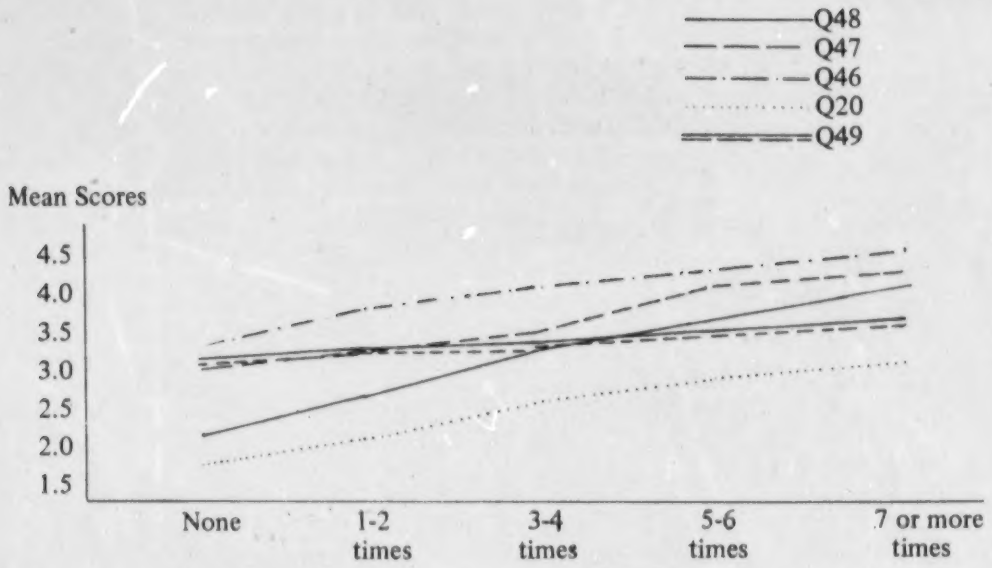

Figure 1.

Graph showing the relationship of responses to particular questions on the SPEC Sheet and the visits to Career Centers. Note that the mean scores rise for four of the five questions.

Discussion

The data overwhelmingly point out that students who go to Career Centers are significantly more satisfied with the career guidance they receive and express more confidence in counseling and guidance personnel than students who do not go to Career Centers. Although the data also suggest that Career Centers have not yet fully satisfied the students' expressed need for career guidance information, Career Centers are apparently a viable method for meeting that need. Counseling and guidance personnel should, therefore, be aware of the positive correlation between visiting a Career Center and student satisfaction with career guidance services.

Exploration

Guidance personnel agree that career exploration is one of six areas of a students' career development that can be influenced by a Career Center. A student can explore a career or career area in many ways in addition to those specifically offered by a Career Center. A student can learn about careers by reading, talking with counselors and friends, taking an occupational course, and/or actually finding work in an area of interest to them. Student responses to several questions on the SPEC Sheet provide a measure of the degree to which students have explored careers. In addition, composite measures of career exploration were derived from 28 items on the Resources for Exploration Scale of Donald Super's Career Development Inventory (CDI). This scale provides an assessment of resources used by students and their understanding of resources available for use in exploring careers, as well as attitudes of concern, inquiry, and trial. The data obtained from these two instruments provides an estimation of the relationship between visiting a Career Center and students' career exploration.

As part of the SPEC survey, students were asked to choose between 3 and 5 occupations that were of interest to them. Ten subsequent questions on the SPEC asked students how much time they have spent using audio-visual and printed sources of career information to explore these careers.

TABLE 40

MEAN RATING OF RESPONSES TO CAREER EXPLORATION QUESTIONS ON SPEC SHEET BROKEN DOWN ACCORDING TO NUMBER OF STUDENT VISITS TO CAREER CENTER

Question (Q)		Number of Student Visits to Career Center						
		None	1-2 times	3-4 times	5-6 times	7 or more times	F Ratio	F_{lin} Ratio
Use of equipment in exploring careers (Q23)	$\bar{X}$	1.74	1.78	2.14	2.35	2.96	43.07	39.84*
Read materials in exploring careers (Q24)	$\bar{X}$	2.82	3.16	3.33	3.72	3.77	24.85	24.55*
Know requirements of occupations (Q29)	$\bar{X}$	2.82	2.96	3.16	3.45	3.52	21.49	21.09*
Look for related work in occupation (Q28)	$\bar{X}$	2.44	2.51	2.80	3.05	3.22	19.76	19.01*
Talk with friends about career (Q21)	$\bar{X}$	2.87	3.09	3.31	3.43	3.56	19.35	17.97*
Thought about taking occupational courses (Q24)	$\bar{X}$	2.39	2.40	2.57	2.74	3.12	13.72	12.53*
School activities related to career (Q25)	$\bar{X}$	2.19	2.39	2.44	2.74	2.85	12.77	12.58*
Knowledge of working in career (Q30)	$\bar{X}$	3.30	3.29	3.43	3.73	3.68	10.07	9.09*
Interest in learning more about career (Q26)	$\bar{X}$	3.84	3.92	4.01	4.24	4.03	4.72	N.S.
Interest in obtaining jobs in occupation (Q27)	$\bar{X}$	4.20	4.29	4.34	4.43	4.40	2.62	N.S.

* ($p < .01$)

how much they know about the requirements and working conditions of these careers, how much they have talked about these careers with friends, how much they have thought about taking occupational courses in these areas, to what degree they are interested in looking for or obtaining work in an area related to their occupational interests and to what degree they are interested in learning more about the requirements of specific occupations. In order to determine in more detail the relationship between the existence of Career Centers and student exploration of careers, the data was analyzed according to the number of times students have visited a Career Center.

Please refer to Table 40 for the mean ratings of responses to all exploration questions on the SPEC Sheet. As shown in the table, students who visit Career Centers use equipment and printed materials more often in exploring careers than students who do not visit Career Centers. The use of equipment increases at a faster rate with increased visits to a Career Center than does the use of printed materials, which suggests that there are few opportunities outside of a Career Center to explore careers in this manner. However, printed materials are used more often than the audio-visual equipment by students, as evidenced by a higher overall mean rating, which ranges from 2.82 for students who have never visited a Career Center to 3.77 for students who have visited the Career Center 7 or more times, compared to a range of 1.74 to 2.96 for equipment. This finding is consistent with the finding reported earlier in Chapter IV, that the equipment in Career Centers is used less frequently by students than the printed sources of occupational information.

As expected, in connection with this increased use of occupational resources, students also indicate that they know more about chosen occupations as a result of going to Career Centers. The mean rating for responses to the question "How much do you know about the requirements of those occupations?" increases from 2.82 for those students who have not visited a Career Center to 3.52 for those who have visited the center 7 or more times. Students who frequent Career Centers also feel that they know more about "what working would be like" in occupations of interest than students who do not visit Career Centers. Responses to these four questions suggest that Career Centers are successfully imparting career information to students through either the center's career information materials, or their programs and activities.

An increase in several other student activities related to exploring careers is also correlated with increased visits to a Career Center. Students who frequent Career Centers spend more time looking for work related to their occupational interests than the other students surveyed. Please note however, that although many students indicate that they are looking for work related to occupational interests, only a small percentage report actually finding a career-related job. Students who frequent Career Centers also report increased time spent talking with friends about careers, thinking about taking occupational courses, and taking part in school activities to help decide their future jobs.

The responses to two of the questions reported on Table 40 do not vary significantly according to the number of visits to a Career Center. It appears that student interest in learning more about a particular career and in obtaining a job in an area of occupational interest does not vary significantly according to the number of visits to a Career Center. This finding is again consistent with another reported earlier. In spite of the fact that students who visit a Career Center feel that they are receiving a substantial amount of career guidance information, they are still interested in obtaining more. One might hypothesize on the basis of this data that general student interest in exploring careers is high, and that this interest need only be tapped constructively and channeled by career guidance personnel.

On the basis of the data presented above, it can be concluded that there is a significant positive relationship between number of visits to a Career Center and increased student activity in exploring careers. This conclusion is further supported by the results of the Resources for Exploration scale of the CDI. The mean ratings on this scale of the CDI were 220.04, 237.43, 248.71, 259.10, and 251.20 for those students who have never visited a Career Center, for students who have visited 1-2 times, for those who have visited 3 or 4 times, for those who have visited 5-6 times and for students

who visited 7 or more times this school year, respectively. Please examine Figure 2 for an illustration of the increase in the mean scores. A two-way analysis of variance was computed and the results show that this difference represents a significant incremental increase.

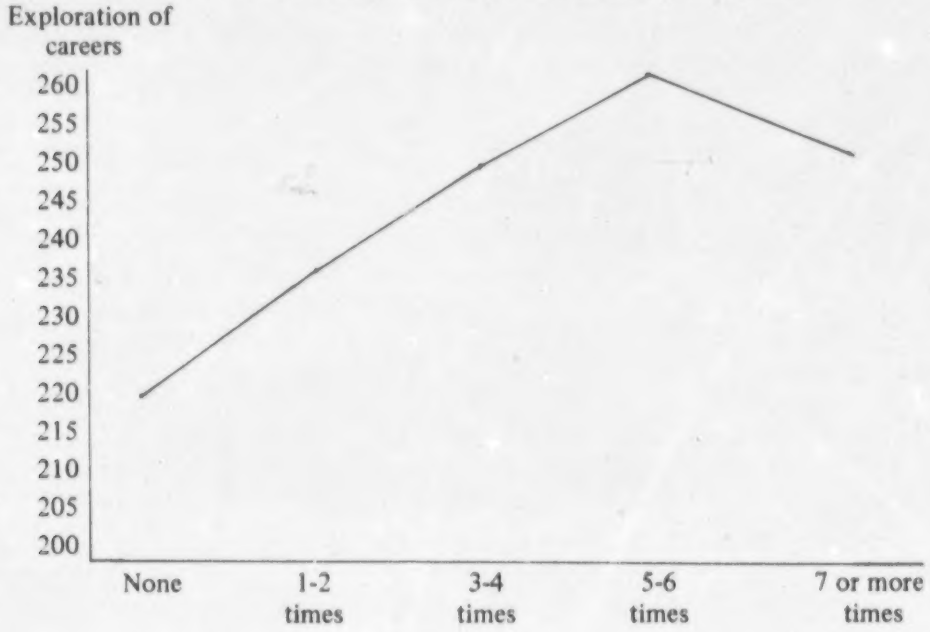

Figure 2.

Graph showing increased student exploration of careers in relation to visits to Career Center.

The data revealed no significant differences on the CDI between the levels of Career Centers. Note in Table 41, the F for levels equaled 1.50, which is not significant. This is not an unexpected finding since 50% of the tested population have not frequented the Career Centers. Although the percentage of students who frequent Career Centers in Level #4 schools was higher than other schools, the large number of students who do not use the Career Centers even in Level #4 schools prohibits significant results from emerging. Other research projects might select samples with these results in mind to further investigate the impact based upon the level of Career Centers.

TABLE 41

TWO-WAY ANALYSIS OF VARIANCE ON EXPLORATION SCALE OF CDI ACCORDING TO VISITS TO CAREER CENTER AND LEVEL OF CAREER CENTER

Source of Variance	Degrees of Freedom	Mean Squares	F Ratio	F Linearity
Visits	4	38,919.38	13.94*	8.39*
Level of Career Center	3	4,197.00	1.50	
Interaction	12	29,773.61	10.66*	
Error	750	2,791.97		

*($p < .01$)

Discussion

The data presented here support the position that students who frequent Career Centers engage more in career exploration activities than do students who do not frequent Career Centers. It is important to realize that this correlation from a statistical point of view does not necessarily represent a causal relationship, i.e. that visits to a Career Center are directly responsible for subsequent career exploration activities, but it does represent a strong positive association between visiting a Career Center and increased student exploration of careers.

The data further indicate that increased use of a Career Center yields proportionately greater returns for the student. The mean ratings of responses to questions on the SPEC Sheet increase only slightly for those students who have never visited a Career Center to those who have visited only 1 or 2 times, perhaps as part of a classwide Career Center orientation. However, as can be seen on Table 40 above, for students who return to the Career Center 3 or more times, the mean ratings increase substantially and continue to increase at a linear rate as visits to a Career Center increase. Because the data relating to each of the questions on the SPEC Sheet as well as that from the Exploration Scale of the CDI is consistent and strong, the study concludes that students who frequent Career Centers engage more in career exploration activities than students who do not frequent Career Centers.

Listing of Interests and Abilities and Related Careers

Students' understanding of themselves, their interests and their abilities, is one important aspect of the larger area of career exploration, and the ability to relate individual interests and abilities to potential careers is one of the foundations of career planning. One of the popular methods used by Career Center staffs to measure this aspect is to have students list their abilities, their interests and careers that relate to these interests and abilities. This study sought to determine the degree to which participation in Career Center activities influenced this ability.

The first three sections of the SPEC Sheet asked students to (1) "Please list three career interest areas. (What specific interests do you have?)" (2) "Please list three of your ability areas. (What do you think you're good at?)" (3) "Please list three occupations which relate to your interest and ability areas." The first evaluation for each of these sections was made strictly on the basis of the number of adequate responses. For example, if the student listed three career interest areas, their response was classified as "adequate." If they listed fewer than three, their response was classified as "not adequate."

Listing of Interests

Please refer to Table 42, for results pertaining to students' ability to list career interest areas by level of Career Center and the number of visits to a Career Center. As shown in the table, 79% of those students who have never been to a Career Center are able to list three or more career interest areas. The results for students who have visited a Career Center 7 or more times are not significantly higher; 82% are able to list three or more career interest areas. Therefore, it appears that most students are able to list their interest areas when asked to do so, and that this ability is not significantly related to frequent exposure to a Career Center. Consistent with this data, there is no differential pattern of responses among the different levels of Career Centers. A student who frequents a Level #1 or a Level #2 Career Center is just as able to list three career interest areas as a student who frequents a Level #3 or a Level #4 Career Center.

In the absence of any significant quantative difference between the responses of students who had never visited a Career Center and students who had visited 7 or more times, the responses were reviewed to try to discern any qualitative differences. The only discernible differences were

differences in interpretation of the question itself, and not quality of response.

TABLE 42

STUDENTS' LISTING OF INTEREST AREAS

Level of Career Center	Never Visited a Career Center Students listing 3 or more Interest Areas	Visited 7 or more times Students listing 3 or more Interest Areas
0	61 (76%)	-
1	73 (81%)	33 (80%)
2	57 (84%)	29 (88%)
3	39 (78%)	27 (93%)
4	37 (74%)	82 (78%)
Total	267 (79%)	171 (82%)

Listing of Abilities

Table 43 presents the results pertaining to student listing of ability areas. As in the previous table, the information is presented according to the level of Career Center as well as student visits to a Career Center. Of those students who have visited a Career Center 7 or more times, 71% list three of more ability areas; of those students who have never visited a Career Center, 61% list three or more ability areas. The difference of 10% is larger than the difference in ability to list interest areas between the two groups of students, but the evidence is still not strong enough to conclude that visiting a Career Center has a significant impact in this area. Again, no major differences in quality were discerned among the responses.

Consistent with the two previous findings, the survey information suggests that frequent visits to a Career Center do not significantly increase a student's ability to list three careers that relate to his interests and abilities. As shown in Table 44, 58% of the students who have never visited a Career Center listed three careers, compared to 69% of the students who have visited a Career Center 7 or more times. Again, there is no consistent trend by level of Career Center.

As a cross-check to these findings, students were asked first to select between 3 and 5 occupations from a list of 105 occupations, and then to indicate the degree to which these choices relate to

TABLE 43

STUDENTS' LISTING OF ABILITY AREAS

Level of Career Center	Never Visited a Career Center Students listing 3 or more Ability Areas	Visited 7 or more times Students listing 3 or more Ability Areas
0	35 (44%)	-
1	57 (63%)	31 (75%)
2	47 (69%)	23 (69%)
3	36 (72%)	23 (79%)
4	30 (60%)	70 (66%)
Totals	205 (61%)	147 (71%)

TABLE 44

STUDENTS' LISTING OF CAREERS RELATED TO THEIR INTERESTS AND ABILITIES

Level of Career Center	Never visited a Career Center Students listing 3 or more Related Careers	Visited 7 or more times Students listing 3 or more Related Careers
0	31 (44%)	-
1	52 (57%)	27 (65%)
2	47 (69%)	25 (75%)
3	31 (62%)	23 (79%)
4	36 (72%)	69 (66%)
Totals	197 (58%)	144 (69%)

(1) their interests and (2) their abilities. The responses show that student confidence in these areas is uniformly high (approximately 3.5 on a scale of 5) and not correlated with the number of times a student has visited a Career Center. However, responses to a follow-up question, "How certain are you that any of these occupational choices are just right for you?" reveal that student confidence in their choices increase with increased visits to a Career Center. As shown in Table 45 below, the mean rating of the responses increases from 3.48 for students who have never visited a Career Center to 3.90 for those who have visited a Career Center 7 or more times. The increase is not dramatic but it is nonetheless statistically significant.

TABLE 45

CONFIDENCE IN OCCUPATIONAL CHOICES BY STUDENT VISITS TO A CAREER CENTER

	Number of Student Visits to a Career Center						
	None	1-2	3-4	5-6	7 or more	F	F_{lin}
Occupational choices just right for you (Q31)	3.48	3.53	3.56	3.86	3.90	8.73	8.70

Discussion

It can be concluded from the data that the majority of students surveyed, whether or not they have visited a Career Center, can list three interests, three abilities, and three careers which relate to those interests and abilities. However, the performance of this exercise is not necessarily an indication of the depth of a student's self-understanding, the awareness of a student's career options, or the realism of a student's assessment of occupational choices available to him. In order to provide a Career Center staff with usable information, these findings would have to be checked with measured interests and abilities on an individual basis. Unfortunately, this exercise of listing interests and abilities is used by many Career Centers as a measure of the success of their Career Center program. The finding of this study indicates that this is not a useful measure. During interviews with students at a small rural junior high school where there is no career counseling, the students were able to name three career interest areas just as readily as seniors from a school with extensive career counseling. The students in the rural area are generally less aware of options that might be open to them, but are nonetheless able to perform the exercise demanded by the survey.

Recommended: That Career Center staffs not be tempted to measure their progress only by students' bility to list abilities, interests, and related occupations.

Suggested: That if the exercise requiring the students to list abilities, interests and related occupations is used in a Career Center, it be for the purpose of identifying students who have little idea of their interests, abilities and related careers and providing these students with the necessary assistance.

Suggested: That if the exercise requiring the students to list abilities, interests, and related occupations is used as a measure of the success of Career Center programs, it be compared with measured student interests and aptitudes and the relationship examined in conference with a Career Counselor.

Career Planning

Once an individual begins to understand himself, and to broaden his information base concerning the careers that might be available to him, he must then effectively apply this knowledge to the formulation of career goals. This latter process represents the career planning aspect of a student's career development. Career planning encompasses all of the thought processes and decisions.

pertaining to education, training, and lifestyle that relate first to setting career goals, and then to implementing, and if necessary, re-evaluating and altering these goals.

Eight questions on the SPEC Sheet explore several parameters of students' career planning which may be influenced by Career Centers. To determine the extent to which participation in Career Center activities motivates students to actively engage in career planning, students were asked about the certainty of their future plans, their plans to learn more about occupations and to take courses related to career interests, their confidence that they are taking the right courses for careers that are of interest to them, their efforts to obtain work related to career interests, to plan their own course schedule, and their confidence in their ability to choose between three jobs that were offered to them.

Please refer to Table 46 for the mean ratings of responses to each of these questions by the number of visits to a Career Center. The data indicates that visiting a Career Center has some impact in several of these areas.* Student responses to the question, "How certain are you of your future plans?" indicate that the more a student visits a Career Center, the more certain he becomes of his future plans. The mean ratings of responses to this question significantly increased from 3.11 for those students who have not visited a Career Center to 3.69 for those who have visited a Career Center 7 or more times this school year. This increased certainty in future plans is paralleled by an increase in plans to learn more about occupations as a result of visiting a Career Center. The mean ratings of responses to this question significantly increase from 2.92 for students who have never visited a Career Center to 3.51 for those who have visited 7 or more times. It should be noted that, as indicated earlier, student <u>interest</u> in learning more about occupations does not vary according to the number of visits to a Career Center, while student <u>plans</u> to learn more about occupations do increase with visits to a Career Center.

The data on Table 46 also shows that although most students are fairly confident that they are taking the right courses for their occupational choices, this confidence increases with the number of visits to Career Centers. More important is the equal increase in student plans to take courses that are appropriate for their occupational choices. The mean rating of responses to this question significantly increases from 3.07 to 3.62, respectively, for those students who have not visited a Career Center and those students who have visited 7 or more times.

On the whole, few students have tried to obtain work related to their interests, but the mean ratings of responses do significantly increase from 2.06 to 2.52 for those who have not visited a Career Center and those who have visited 7 or more times. Although most students take it upon themselves to plan their own course schedule, this activity also significantly increases from a mean rating of 3.97 to a mean of 4.31 for those who have not visited a Career Center and those who visit frequently.

Although students become more certain of their future plans with increased visits to Career Centers, their estimation of their ability to choose between three possible jobs varies little according to the number of visits to Career Centers. Regardless of their exposure to career guidance activities, most students consider themselves to be between "somewhat" (3) and "fairly"(4) able to make the choice. However, this self-estimation is not necessarily indicative of actual decision-making skills. Career Centers also seem to do little in the way of assisting students to schedule classes. Regardless of the number of visits to a Career Center, most students reported that they received between "a little" (2) and "some" (3) assistance in scheduling their classes. No significant differences were found for the above two questions.

The scores on the Planning Scale on the CDI were examined to see if they increase with increased visits to a Career Center. The items on this scale measure a student's concern with

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* Similar to the data presented on Career Exploration, significant F ratios for linearity are identified on the table. No discussion of F ratios will be presented in the text. The reader should note "a significant difference" refers to significant F ratios.

TABLE 46

MEAN RATING OF RESPONSES TO CAREER PLANNING QUESTIONS ON SPEC SHEET BY NUMBER OF VISITS TO CAREER CENTER

Question (Q)		Number of Visits to Career Centers None	1-2 times	3-4 times	5-6 times	7 or more times	F Ratio	F_{lin} Ratio
How certain are of future plans (Q43)	$\overline{X}$	3.11	3.21	3.39	3.73	3.69	14.80	13.98*
Made plans to learn about occupations (Q34)	$\overline{X}$	2.92	3.01	3.23	3.43	3.51	14.20	13.65*
Planned to take course related to career (Q38)	$\overline{X}$	3.07	3.21	3.37	3.55	3.62	13.16	12.50*
Taking right courses for career (Q37)	$\overline{X}$	3.24	3.28	3.50	3.75	3.75	11.67	10.96*
Tried to obtain related work (Q35)	$\overline{X}$	2.06	2.11	2.25	2.46	2.52	6.64	6.43*
Plan own course schedule (Q39)	$\overline{X}$	3.97	3.98	4.04	4.26	4.31	6.21	5.99*
Choose between jobs offered (Q36)	$\overline{X}$	3.53	3.45	3.63	3.85	3.81	3.38	N.S.
Need assistance in scheduling classes (Q40)	$\overline{X}$	2.68	2.63	2.79	2.97	2.84	3.45	N.S.

* ($p < .01$)

choice, specificity of planning, and self-estimated amount of occupational information. Like the student scores on the Exploration Scale of the CDI, the scores on the Planning Scale do increase with increased visits to the Career Center. However, although significant, the increase is not as great , as shown by the F ratio on Table 47. The mean scores for students who have never visited a Career Center, students who have visited a Career Center 1 or 2 times, students who have visited a Career Center 3 or 4 times, students who have visited a Career Center 5 or 6 times, and students who have visited a Career Center 7 or more times are 96.49, 102.32, 104.63, 106.89, and 108.24 respectively. The data shows no significant relationships between scores on the Planning Scale of the CDI and the level of Career Center.

Decision-Making Skills

Decision-making skills are recognized by Career Center personnel to be an important component of career planning. The third scale on the CDI is the Information and Decision-Making Scale. This scale assesses both the student's possession of actual occupational information and the student's ability to apply knowledge in making decisions. There were no differences in student

TABLE 47

TWO-WAY ANALYSIS OF VARIANCE ON PLANNING SCALE OF CDI ACCORDING TO VISITS TO CAREER CENTER AND LEVEL OF CAREER CENTER

Source of Variance	Degrees of Freedom	Mean Squares	F Ratio	F Linearity
Visits	4	2,914.79	4.37	4.05*
Level of Career Center	3	788.70	1.18	N.S.
Interaction	12	285.96	0.43	N.S.
Error	723	667.64		

* (p .01)

scores on this scale between those who frequent a Career Center and those who do not. The mean scores were 15.24, 15.82, 16.34, 16.39, and 16.18 for students who had never visited the Career Centers, students who had visited 1 or 2 times, students who had visited 3 or 4 times, students who had visited 5 or 6 times, and students who had visited 7 or more times, respectively. Table 48 shows a two-way analysis of variance for visits to Career Centers along with the level of the Career Center. No significant differences exist between the means of these respective groups.

TABLE 48

TWO-WAY ANALYSIS OF VARIANCE ON INFORMATION AND DECISION-MAKING SCALE OF CDI ACCORDING TO VISITS TO CAREER CENTER AND LEVEL OF CAREER CENTER

Source of Variance	Degrees of Freedom	Mean Squares	F Ratio	F Linearity
Visits	4	23.59	0.65	N.S.
Level of Career Center	3	33.23	0.92	N.S.
Interaction	12	20.69	0.57	N.S.
Error	742	36.09		

Discussion

No differences between groups were noted for the Information and Decision-Making scale on the CDI. Super (1972) has acknowledged that this scale is correlated with both intelligence and grade point average, and such factors must be taken into consideration in interpreting the present scores. Possibly future studies could examine decision-making skills in light of intelligence of the student and programs offered. However, it is concluded that there are no differences between frequent and infrequent users of Career Centers as measured by the Information and Decision-Making scale on the CDI. This finding is consistent with the information accumulated through observation and interviews in 55 Career Centers throughout the state. It was learned that although teaching decision-making skills is ranked as the second highest priority in the 182

Career Centers surveyed, there at present exists little curriculum in this area. For two examples of decision-making texts, see Gelatt, *et.al.*, (1972,1973) and Bolles (1973). In the absence of faculty participation and the available time to develop a curriculum many Career Center personnel do not quite know how to approach this area. However, if students are going to apply the knowledge they have gained through participation in Career Center activities, teaching decision-making skills cannot be ignored.

Recommended: That teaching decision-making skills becomes an important priority for Career Centers.

Summary

The data for this portion of the study clearly reveals that there is a strong positive relationship between the number of times students have visited a Career Center and the degree of their satisfaction with the amount of career guidance they receive.

Recommended: That Career Centers be implemented in secondary schools that do not at present have them, and that existing Career Centers be given the support necessary to improve their operations.

The data further reveals that there is a positive relationship between visiting a Career Center and increased exploration of careers, and that this relationship is stronger than that between visiting a Career Center and increased planning activities. In the areas of both exploration and planning, however, increased use of a Career Center yields proportionately greater returns for the student.

Recommended: That Career Centers structure programs that will bring students into the centers–not just once or twice, but frequently.

On the whole, the relationship between visiting a Career Center and increased exploration of careers is much stronger than that between visiting a Career Center and increased planning activities. There are several factors to keep in mind with interpreting this finding. One is that planning is less overt than exploration, and therefore, more difficult to measure. Another is that the actual discussion of career plans is best done on a 1-to-1 basis with family, or with a counselor or other guidance personnel, and, as pointed out in the report for Component II, 70% of the students surveyed have spent less than 5% of their time in the Career Center with the Career Counselor.

On the whole, the data from this phase of the study indicates that although Career Centers are effectively helping students to learn more about themselves and occupations of interest to them, they are much less effective in assisting students to apply this knowledge in a constructive way.* Career Centers are strong in facilitating students' career exploration, but less able to help students to form career plans on the basis of the knowledge gained from exploration. This finding is consistent with the assumption underlying much of education–that if a student is given the necessary skills or information, he will then use it to shape his life as he chooses.

The findings of this study indicate that that assumption is false, at least as it pertains to career guidance: information does not necessarily lead to planning. As expressed by one Career Counselor, centers must be aware of the distinction between "career information processes" and "career actualization processes." There is little available curriculum for decision-making, which is certainly a major component of career planning. However, if career guidance personnel accept the theory that career development is a lifelong process of choice and adjustment, decision-making and career planning should be a central focus for Career Centers. The pressing challenge for career guidance lies not in the area of career exploration, or the acquisition of information, but in career decision-making and planning, or the application of information.

Recommended: That career center staff devote more time to assisting students to apply knowledge, gained from self-assessment and career exploration, towards the formulation of career plans.

* For other research on the use of career information in decision-making, refer to Biggers (1971).

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CHAPTER VII

FINANCE

Extensive capital outlay is not necessary to implement a Career Center in a secondary school. The low cost of implementation is in large part responsible for the rapid increase in the number of Career Centers in recent years. A Career Center can be decorated, staffed, and equipped almost entirely through the reallocation of a school's existing resources and the assistance of parents or other volunteers. However, once a Career Center is established, the allocation of additional funds is necessary for its day-to-day operation, expansion, and improvement.

If the principal of a school allocates the space, and the administration and counseling staff assign a priority to career guidance, time can be freed for a counselor to organize and staff the Career Center. Parents, students, and volunteers can decorate the center and local service clubs will often donate furnishings. At first, materials can consist of free pamphlets and publications, catalogs and college and financial aid references from the counseling office, books from the library, and equipment borrowed when necessary from the library, learning center, or other departments in the school. To provide paraprofessional assistance, a secretary can be reassigned from the counseling, administrative, or departmental offices. In this way, a Career Center can be opened with no increase in a school's budget.

Although the low cost for implementation is one of the selling points for the Career Centers, it is also one of the problems, because it can lead school and district administrators to believe that centers need no operating budget. Once a Career Center is established, an operating budget is necessary for purchasing and updating materials, coordinating programs, such as field trips or exploratory work experience, and expanding the services of the center through additional paraprofessional or clerical help and/or inservice training for teachers and counselors.

Although 173 (95%) of the Career Center personnel surveyed judge that career guidance is growing as part of the educational process at their school, only 51 (28%) report that their budget for next year will be larger. The remaining 131 centers anticipate that their next year's budget will remain the same (48%) or shrink (24%). In response to the question "If your budget were

cut for next year, what part of the Career Center program would you eliminate or reduce?" a typical comment was "zero minus zero equals zero." Other responses indicate that a cutback in funding would lead to a general reduction in services, failure to update materials and/or reduction in staff size.

Adequate funding is a perennial problem for Career Center personnel and, therefore, an important area for discussion in a study on Career Centers. This chapter will focus on the yearly operating costs of Career Centers, and the major available funding sources, and make suggestions relating to establishing a Career Center budget, managing Career Center finances, reallocating existing resources and justifying cost increases based upon impact and other evaluation data.

Cost of Operating a Career Center

On the Career Center Questionnaire (CCQ), Career Center personnel were asked, "What are your yearly operating costs?" Most of the responses were incomplete, in that they were directed only at the staff discretionary budget for materials and equipment and omitted personnel costs. Since Career Center personnel costs regularly make up more than 90% of the yearly budget, it was necessary to include the staff of a Career Center in the discussion on Career Center costs.

Personnel Costs

Reported staffing patterns for each Career Center provided an index for estimating personnel costs. The data on staff composition was reduced into a single "professional equivalent" so that the different staffing costs of the center could be compared with one another. The following formula was adopted:

(1) The staff, as presented in the questionnaire, was listed in summary form.

(2) Career Counselors, Work Experience Coordinators, Career Education Specialists, were counted as one "professional equivalent."

(3) Paraprofessionals, Career Aides, Career Technicians, Career Guidance Technicians, clerks and secretaries were counted as one half a "professional equivalent."

The "professional equivalents" were assumed to be valid indices of the level of staffing. All of the equivalents were pro-rated on the fractional basis of time spent performing Career Center functions.

Once the professional equivalents were obtained, the staff size was translated into a measure of Career Center personnel costs by multiplying the professional equivalents by $15,700. This figure of $15,700 is the estimate of the 1974-75 median salary of California state counselors obtained from the *Salaries of Certified Employees in California Public Schools, 1971-1972,* Table 7. Using this procedure, the mean personnel costs for the 145 California Career Centers is $31,162.* Please refer to Table 49 and note a sample listing of schools illustrating how the personnel cost was derived. The figures in Column 1 are multiplied by $15,700 to establish the personnel costs. No differences were noted for personnel cost according to either wealth of the district (Q_4 = wealthiest), or minority composition of the student body. The Q_1, Q_2, Q_3, and Q_4, schools have mean personnel costs of $34,398, $30,709, $33,755, and $28,919, respectively.

* The remaining 37 Career Centers did not have sufficient information to establish personnel costs.

TABLE 49

SAMPLE LISTING OF PROFESSIONAL EQUIVALENTS, PERSONNEL COST, NUMBER OF STUDENTS, AND COST PER STUDENT RATIO

Professional Equivalents	Personnel* Cost	Number of Students	Cost per** Student Ratio
2¼	$35,325	1,550	$22.79
3½	54,950	1,900	28.92
2½	39,250	1,918	20.46
3½	54,950	1,400	39.25
3	47,100	1,832	25.71

* Personnel computed by multiplying a constant of $15,700 by Professional Equivalents.

** Cost per Student Ratio obtained by dividing Personnel Cost by Number of Students.

The schools with minority compositions of greater than 40% have mean personnel costs of $28,500. However, differences in the mean personnel cost were noted between the small rural districts and the large suburban districts. The mean personnel costs are $20,253 for the small rural Career Centers and $38,251 for Career Centers in larger suburban districts. Please examine Table 50 and note the differences in the mean scores for the above mentioned. The small rural districts spent the least money on Career Centers while the large suburban districts spent the most.

TABLE 50

DISTRIBUTION OF MEAN PERSONNEL COSTS ACCORDING TO URBAN-SUBURBAN-RURAL CLASSIFICATIONS AND SIZE OF DISTRICT

	Rural	Suburban	Urban
Small	M = $20,300 n = 12	M = $30,300 n = 2	
Medium	M = $31,400 n = 26	M = $30,500 n = 9	M = $31,600 n = 6
Large	M = $32,300 n = 5	M = $38,200 n = 35	M = $30,100 n = 50
			N = 145

Materials and Equipment Costs

When asked "What are your yearly operating costs?" few Career Centers included personnel costs, but most did estimate their expenses for purchasing and maintaining necessary materials and equipment. Based on the information received from the Career Centers, it was possible to estimate the average equipment and materials costs for the California Career Centers. The average figure for the on-going materials and equipment costs for the schools surveyed is $864; taking this figure and adding to it the personnel cost of $31,632, equals a total average yearly cost of $32,469. The average materials and equipment cost represents less than 3% of the total estimated budget. Career Center staff should be well aware of the costs necessary for the support of the Career Center and realize what percentage of their funds are going for what purposes. As discussed in Chapter III, allocation of staff time is even more important than allocation of funds for materials and equipment. Knowing what percentage of the total expenditures is devoted to providing which programs and services will help Career Center staffs to engage in appropriate budget definitions.

Cost Per Pupil

The projection of personnel costs was reported earlier. A further objective of the study was to determine the cost-per-pupil ratios for operating a Career Center. On the questionnaire, Career Center personnel were asked to indicate the number of students in their school. The Career Center personnel cost per student of $18.53 was obtained by dividing the estimated personnel cost by the number of students. Please refer back to Table 49 for a sample listing of estimated personnel costs and the number of students in each school.

The on-going materials and equipment cost per student is obtained by taking the total material and equipment cost of $864 and dividing it by 1,721, the average number of students in the schools sampled. The result is an on-going materials and equipment cost of 50¢ per student. Adding the per-pupil cost for personnel ($18.53) to the cost for equipment and materials gives an estimated cost of $19.03 per student for the California Career Centers included in this study.

Upon inspection of the data, it is apparent that the cost per student ratio varies with the size of the school, because staff size is rarely measured in proportion to student body size. Therefore, the cost per student is broken down according to the size of the student bodies. The mean personnel cost per student for the small schools is $25.68; the mean personnel cost per student for the medium schools is $19.28; and the mean personnel cost per student for large schools is $14.62. The larger schools are spending less money per student for their Career Center activities than the small schools. It must be noted that these figures relate to the student body as a whole and not to the number of students who actually use the Career Center.

Funding Sources

Career Center staff have had to scramble to obtain funding for their programs. It is clear from responses to financial questions on the Career Center Questionnaire (CCQ) returned by 182 Career Centers, that funding for the Career Center expenditures described above comes from a variety of sources, and that there is no stable funding source for most centers. When asked to list their initial, present, and potential sources of funding, 63 (35%) of the respondents named the Vocational Education Act (VEA); 33 (18%) named the district as a funding source; 23 (13%) named the Regional Occupational Program (ROP); 17 (10%) named the school or guidance budget; and another 16 (9%) mentioned the Elementary and Secondary Education Act (ESEA) as the funding source for the Career Center.

In the course of interviews, Career Center personnel expressed two attitudes toward the problem of funding. The first was a general despair at the absence of financial support for the Career Center and a sense of helplessness concerning where to look next. The second was an outlook of determination, manifested in a concerted attempt to make applications and write projects to procure ROP, VEA, or ESEA funding. It is apparent from these responses and the above list of funding sources submitted by participating Career Centers, that Career Center personnel are most aware of outside sources of funding and do not realize the extent to which their school and district are, or could be, supporting the center.

The most consistent source of funding for Career Centers is the local school and district budget, although only 28% of the centers surveyed named these as funding sources. District funding for Career Center materials, supplies, and equipment has not been substantial, but the reallocation of materials and equipment, and personnel time to operate the center, provide career counseling, and maintain other services, has been significant. Even more important than the amount of support districts are now providing is the support they might provide in the future.

Instead of looking for state and federal funding, which stops with the end of the funding period, Career Center personnel should work within their district to establish a specific Career Center budget for use by Career Center staff. Past performance must be the basis for future funding. To justify the need for a budget for career guidance services, Career Centers must be able to demonstrate the effect they are having on students. With the information contained in this report, Career Center staffs can go to their school principal or district personnel and request that a Career Center budget be established. Thereafter, yearly budget figures should be justified on the basis of evaluation information obtained for each Career Center.

Although districts should represent the stable source of funds for Career Centers, VEA, ROP, and ESEA represent valuable sources of funding for vocational education classes, occupational courses, and exemplary projects.

The Vocational Education Act (VEA) provides that vocational courses be taught in schools. The curriculum that is offered through VEA courses has generally been stable within the last five years and the expansion to new and different courses has not been as rapid compared to Regional Occupational Programs. Whereas, the funding for Regional Occupational Programs is from local sources, the funding for VEA is through the federal government, administered by the State Department of Education. Career Center personnel should be well aware of the different parts of the Vocational Education Act including Parts, A, B, C, and D. The funding for Career Centers by VEA has been strong in the past. Because of the strong commitment by the State Department of Education to Work Experience Education, it is believed that the Career Center staff should have a complete understanding of this funding procedure.

As shown in Chapter V, there is a strong relationship between the number of times a student visits a Career Center and enrollment in an occupational course. This finding should be of interest to administrators of ROP and VEA programs. The ROP programs throughout the state have various guidelines on how much they will fund personnel connected with Career Centers. The first step is for the Career Center staff to contact the appropriate ROP offices in the county. ROP is chartered to provide for the counseling and guidance of students who want to consider enrolling in Regional Occupational Programs. One of the main emphases of ROP is to develop information sources and to allow the student an opportunity to explore different occupations.

Career Centers as exemplary projects have been funded with ESEA Title III funds. The projects are designed to develop methods for providing counseling and guidance for vocational and occupational education to the students. With the decrease of federal funding and the recent

funding of Career Center projects, it is believed that Title III is not a good place to seek additional funds. In addition, the funding from Title III is necessarily for exemplary type projects, and the funding ends after a period of time. Since Title III guidelines prohibit supplanting of personnel costs for the district by the use of federal dollars, this further limits the funding of Career Centers.

Summary

Several points are clear concerning the financing of California Career Centers. First, most Career Centers must begin by reallocating existing resources within a school, and then on the basis of demonstrated success, argue for further funding from the school or district. Second, although professional time spent in a Career Center does not usually represent an additional expense for a school, professional time should be allocated as efficiently as if it were. The rationale is clear in this regard: the salaries for a Career Center staff comprise more than 90% of the total funds expended for a Career Center each year.

Next, although the materials and equipment costs are small in comparison to the total operating cost for a Career Center, funds for those purposes are often the only discretionary funds available to the Career Center staff, and must be spent wisely. Finally, Career Centers must attempt to establish a stable funding source within their own district. Career Centers can use measured Career Center performance as a rationale for the commitment of district funds. Methods of measuring Career Center performance are discussed in Chapter VIII, Evaluation.

Recommended: That those persons who are interested in funding Career Centers or obtaining an additional Career Counselor approach the counseling staff and obtain a reallocation of time for the counselors. It is not suggested that an additional $31,632 be obtained from a separate funding source, but that the counseling staff reallocate time so that career counseling can be provided on a regular basis. The actual staffing pattern for the Career Counselor has been discussed earlier.

Recommended: That Career Center staff be cognizant of the utility of the materials and supplies and that if the utility is heavy enough and it warrants it, that increased budgets can be made in the area of materials and supplies. On the other hand, if the substantial utilization of materials and supplies is not noted, then in fact, the budget should be restudied. The effective utilization of the budget for materials and supplies necessarily would be tied into a program for presenting the information.

Recommended: That Career Center staff look primarily to its school and the district for stable funds and that they prepare budgets based upon the programs received by students.

Reference

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CHAPTER VIII

EVALUATION

Evaluation of the impact of Career Centers is at the heart of the present study. Career center staffs need to know what effect they are having on students. Evaluation indices are important so that Career Centers are able to effectively utilize the equipment and printed materials, effectively design programs, and effectively utilize staff. The principal problem, therefore, is to define measures of impact. In this chapter three types of measurement indices will be presented and discussed: (1) impact measurements that relate to goals that are shared by the majority of Career Centers in the state of California; (2) a survey to obtain student opinions about a center's equipment, materials and career guidance services; (3) a worksheet to assist Career Center staffs in measuring changes in the scope and organization of their programs from year to year. However, before turning to these evaluation methodologies, it is important to report on the current evaluation strategies of California Career Centers.

Current Evaluations

Four questions were asked on the Career Center Questionnaire (CCQ) which pertained to evaluation. The first question asked the staff to "rate from 1 (indicative) to 5 (no relationship)" the degree to which various measures are indicative of Career Center performance. The measurements included student traffic, the number of students placed in jobs, enrollment in occupational education classes, the number of teachers introducing career-oriented material into the classroom, and some (undefined) measure of increased student awareness. The summary of responses to the above questions are shown in Table 51. The frequencies for each of the ratings are shown along with the mean rating for the particular measurement. Note that the measurement of increased career awareness has the highest mean rating of 1.53. This is followed by student traffic with a mean of 1.62, the introduction of career-oriented materials into classrooms with a mean of 2.52, and occupational enrollment and job placement with mean ratings of 2.85 and 3.03, respectively. It is apparent that as far as the staff are concerned, increased career awareness and student traffic are the most indicative measurements of Career Center performance.

TABLE 51

SUMMARY OF RESPONSES TO THE QUESTION "PLEASE RATE FROM 1 (INDICATIVE) TO 5 (NO RELATIONSHIP) THE DEGREE TO WHICH THE FOLLOWING MEASURES ARE INDICATIVE OF CAREER CENTER PERFORMANCE"

	Rating					
	1 Indicative	2	3	4	5 No Relationship	Mean Rating
Increased Career Awareness	97	51	9	3	2	1.53
Student Traffic	103	45	12	3	7	1.62
Introduction of Career-Oriented Materials into the Classroom	35	45	45	20	10	2.52
Occupational Course Enrollment	21	37	53	28	14	2.85
Job Placement	29	25	41	29	29	3.03

In response to the question, "Do you have a reasonably objective means of rating the effectiveness of your Career Center?" 77 (51% of those responding to the question) indicated they had an objective measurement.* Respondents who answered "yes" to this question were asked to elaborate on the "objective" means of measuring the effectiveness of their programs. The two predominant responses were the number of students visiting the center and the use of a questionnaire or student evaluation form. Thirty-three staff members (18%) of the Career Centers surveyed indicated that student traffic was their most objective method for evaluating their Career Center, and 26 (14%) of the Career Centers surveyed indicated that a questionnaire or student evaluation form was used as the objective means of evaluation. Five of the 26 schools which used questionnaires or evaluation forms, sent a copy to be scrutinized by the researchers. Upon inspection, it was apparent that these questionnaires were designed to provide student opinion about programs, but not necessarily to establish the impact of the program. Certainly this generalization is limited in that the data from those questionnaires has not been analyzed and the utilization of the information by the Career Center has not been fully revealed at this time.

Two additional questions asked whether career center staffs polled students on Career Center impact and whether the staff obtained follow-up data on students. Sixty-eight (44%) of the Career Centers indicated they did poll the students on the impact of the Career Center, and sixty-four (44%) indicated that they obtained follow-up data on the students who graduated. On the basis of visits to 55 Career Centers it is apparent that the polls were designed more to justify Career Centers rather than examine them and that the data collected was not substantial enough to be used in an effective evaluation of Career Centers. In general, it is safe to say that the majority of California Career Centers are not obtaining student feedback on Career Center operations or conducting impact evaluations on their programs.

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* Twenty-seven (27) of the Career Center personnel who filled out the questionnaire did not respond to this question.

Discussion

Although approximately half of the Career Centers surveyed report that they have an objective means of measuring the effectiveness of their Career Centers, the predominant evidence from visiting Career Centers is that useful evaluations are seldom conducted. Career awareness was ranked as most indicative of Career Center performance by the staff, and yet only five staff members alluded to the use of career awareness instruments. Student traffic was ranked next, and yet only 18% of the Career Centers surveyed mentioned student traffic as a method used to measure effectiveness of Career Centers. With reference to student traffic, this particular index by itself does not tell the Career Center staff very much. In the absence of appropriate evaluation information, many career center staffs have begun to mark down the number of students coming through their doors. Merely looking at the foot traffic, however, is of limited value. In one school 28% of the students surveyed reported that they visit the Career Center for a non-career related reason. The Career Center instead should be looking at what percentage of the student body is visiting the Career Center and how many students use the Career Center more than once. There is ample evidence in the earlier discussion in Chapter VI that students who are using the Career Center a number of times are benefiting far more than students who visit only once or twice. A head count alone does not reveal the degree of actual student participation in Career Center activities. For example, if 10,000 visitations were made to a Career Center, this figure by itself reveals only that 10,000 students went through the doors. If, however, 10,000 students visited the Career Center and this represents 70% of the student body, this is a different story. Additionally, if this same number visited the Career Center and 40% had returned more than six times, the information is more useful.

A student who comes into the Career Center as part of a class situation may have a different motivation than a student who comes in because he or she is curious about a career. Career center staff should be well aware that student traffic by itself does not indicate the effectiveness of a program. The effectiveness of a program must be determined in light of what the student does in the Career Center: how many times he or she visits the Career Center, the types of information obtained from the Career Center, and the student utilization of staff in that Career Center.

Proposed Measurements

Let us now examine those areas that can provide evaluation data for the Career Center. In a previous chapter it was pointed out that Career Centers are having an impact on students' career exploration, career planning activities, student satisfaction with career guidance services, and confidence in counseling and guidance personnel. Additionally, information was provided in previous chapters about the relationship between work experience and occupational course enrollment and Career Center activities. It is the position of the researchers that the impact of Career Centers can be measured by instruments which provide information on career exploration, career planning, career guidance, work experience, and occupational course enrollment. For each of these five areas, the responses can be cross-tabulated by the number of visits to the Career Center, the student's career plans, the reasons for visiting the Career Center, and the grade level. Normative data will be supplied as the information becomes available.

Please examine the Career Guidance Impact Survey shown in Table E of the Appendix for an instrument that can be used with these variables in mind. Note that the questions are derived in part from the SPEC Sheet which was utilized in the current study. Thus, there are theoretical bases for the inclusion of the particular questions as well as empirical data to support the inclusion of these questions. Bear in mind, of course, that this instrument is in part a result of this study and therefore, has not been used to determine the impact of a particular Career Center on its student body. Efforts are being made to establish the normative data for the Career Guidance Impact Survey and to establish a practical method for scoring the instrument. In the final analysis, measurements on the exploration, planning, counseling and guidance, work experience, and occupational course scales cross-tabulated with visits to the Career Center and career plans will provide career center staffs a valuable and effective means for establishing their impact on students.

At the present, there are ways to use the survey without additional data. In a given school, the results of the impact survey for approximately 100 students who frequent the Career Center and 100 students who do not frequent the Career Center can be compared.* The staff can administer the survey either in the Career Center or in the classroom. After the survey is completed, examine the surveys or answer sheets, if used, and place the frequent visitors in one pile and the infrequent visitors in another. Cajole the math department into making a math project out of scoring the results of the survey. Get the math students to add the responses for each of the scales and obtain means for all the scales. In addition, the students could provide frequency distributions for other questions of interest. For example, the Work Experience Coordinator might be interested in determining the percentage of students sampled who have enrolled in work experience; the coordinator could obtain the frequency of responses and then figure the percentages. For the Career Exploration, the Career Planning, and Career Guidance Scales, add the responses to the following questions:

Career Exploration Scale - Questions 10, 11, 12, 13, 14, 16, 24, 26, and 29;

Career Planning Scale - Questions 15, 17, 18, 19, 20, 21, 22, 23, 27, and 30;

Career Guidance Scale - Questions 28, 32, 33, 34, 35, 36, 37, 38, 39, and 40.

Add up the scores for each of the scales and other identified questions and then divide the total score by the number of students in each of the piles. At this point examine the data and note if there are differences between the means on the Career Exploration Scale, the Career Planning Scale, and the Career Guidance Scale. See if there are differences among the frequency distributions for the identified questions of interest. Realize of course that the Career Guidance Impact Survey is not a normed test, reported in the literature, but represents an attempt by the authors to respond to a critical need. At this stage, use caution in interpreting the results.

In conjunction with the impact measurements, career center staffs should have feedback from the students concerning the individual Career Center. Whereas impact information is used to provide evaluation data on the overall effect, feedback information is used to help meet student needs, to retain highly valued programs, and reject programs which are unused or regarded in low esteem. Feedback can be obtained on student opinion of and participation in programs, student use and opinion of particular materials and equipment and student utilization of staff. The impact instrument is designed to use normative data; the above instrument is to be used for feedback within an individual Career Center and will be specific to that Career Center. This latter type of survey can include questions that reflect local priorities and local objectives.

The Student Career Center Survey (SCCS) is an example of the kind of instrument that is appropriate for feedback information. In the course of the study several modifications of the SCCS were suggested by the career center staff and by students who used the survey. Scoring for the instrument can be done either by career center staff or with computer assistance. For those who would like to receive a copy of the modified version of the SCCS, please contact the authors.

A third instrument which can be used for the evaluation of Career Centers is directed solely to the staff to help them examine their programs in comparison to other Career Centers across the state. Please examine Table F in the Appendix for a copy of the Career Center Staff Worksheet

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* With a good statistical understanding of the sample, no more than 35 students would be required in each of the subsets. If staffs want to breakdown further the student classifications, such as males who get B's and frequent the Career Center, then make certain that there are at least 35 students for each of the cell entries. To be sure of the data, we recommend that the Career Center staffs include at least 50 students in the cell entries broken down according to the appropriate classifications.

which can be used by the Career Center staff in examining their own programs. The worksheet is based upon the findings in this report and is intended to be used by the staff for their own purposes. Each individual staff member should have the chance to complete the worksheet and then compare the results. In this manner each staff member will have an opportunity to review the general scope of the Career Center's services and check their opinions with those of other staff members. Additionally, the worksheet is intended to identify major programs and services offered in other Career Centers in the state and therefore, can be used over a period of time as a measure of Career Center development. In the future it may be possible to establish normative data for the worksheet, then once the staff has responded to a series of questions relating to the scope and variety of Career Center programs and allocation of staff time, they can compare their organization with others. One intriguing possibility would be to examine the relationship between the results of the first survey (impact measurements) with the staff questionnaire. In other words, information could be provided which shows the effectiveness of particular staff combinations and particular programs on impact indices. The authors are currently exploring possibilities to obtain such data.

Finally, a cost analysis is important to justify the expense of operating a Career Center (use of professional time as well as capital outlay). A cost analysis should include a cost effectiveness analysis and a cost benefit analysis. A cost effectiveness analysis would determine the cost of providing services to a given number of students in a given school. From indices, such as the modified SCCS or the Career Guidance Impact Survey, the percentage of students who visit the Career Center on an infrequent basis (1-3 times) can be obtained along with the students who visit the Career Center on a frequent basis (4 or more times). Cost effectiveness figures can be obtained by relating the cost of programs offered and services provided to these groups of students. The result of this analysis, which is not complex, is to provide staff with measurements of what it costs to provide particular programs and services.

The cost benefit analysis is more difficult to define, but in the long run may have greatest benefit for Career Centers. The cost benefit analysis is defined in this context as being the amount of money spent for the impact obtained. Given that the defined impact measures are accurate and valid, the cost for achieving these results can be estimated. The normative data for students who are not exploring careers or engaging in career planning activities would be established. Then, given the operation of the Career Center, the measured increase in exploration and planning by the students, compared to a base level, would be identified. The cost for providing the programs could be related to the increase in the exploration and planning of careers. In other words, the cost for providing the program would be related to the impact obtained. The cost benefit figure would then be used by Career Centers to show what kinds of impact they are making in relationship to cost.

Use of Measurements

Career Centers can no longer afford to operate without substantial data to indicate the effectiveness of the Career Center on the students. However, more important than the collection of data is the usefulness and applicability of that data. Educational programs have been prone to generate large amounts of data, much of which has little utility and most of which is not examined or applied. Usefulness should be a basic consideration in any evaluation.

The Career Center Staff Worksheet can be used to examine the present level of operation of the Career Center in comparison with others across the state, and to moniter the growth of the Career Center. An impact measurement such as the Career Guidance Impact Survey can be used to determine what effect a Career Center is having on the students in each of five important areas.

This information, viewed in conjunction with stated Career Center objectives, could highlight Career Center strengths and weaknesses. A student survey such as the SCCS can provide necessary feedback to career center staff for use in adding, modifying, and deleting programs and activities. Although a career center staff can initiate programs on the basis of intuition and past experience, quantitative information is essential for the continuous modification and improvement of programs and activities to ensure that they are responsive to student needs. A cost analysis can measure the cost of providing Career Center services in relationship to Career Center progress in each of the above-mentioned areas.

Summary

In this chapter the utilization of various measurements have been presented and explained. The reader must bear in mind that we are talking about a systems approach to evaluation and not an experimental approach. The systems approach allows the career center staff to effectively apply data regardless of the developmental level of the Career Center. Feedback of information is vital. In the experimental approach, once the design is set, no changes can be made. The systems approach requires that changes be made when modifications are appropriate. Career center staffs can obtain beneficial information with the proposed measurements and make modifications where necessary.

Recommended: That impact instruments be used to assess the degree of exploration, planning, assessment of the guidance services provided as well as the relationship between occupational enrollment in courses and work experience, and student participation in Career Center activities. The data should be analyzed in terms of the visitations to a Career Center and the programs provided at the Career Center.

Recommended: That Career Center staffs complete a staff worksheet which assists in clarifying the allocation of staff time, the identification of programs offered, the utilization of equipment and materials, and the allocation of monies for the Career Center.

Recommended: That student surveys be used to provide feedback to the staff on various programs and services offered.

CHAPTER IX

HOW TO IMPLEMENT, MAINTAIN, AND IMPROVE A CAREER CENTER

In this chapter, career guidance will be viewed as "a process of structured intervention aimed at helping individuals to take advantage of the training and occupational opportunities that are available" (Ginzberg, 1971). As explained in the Introduction, this report has focused on Career Centers as the hub of a school's career guidance activities. If these activities are to be integrated into a process to effectively facilitate the career development of students, Career Centers must plan programs in relationship to established objectives, monitor the programs to determine their effectiveness, and adjust the programs as necessary to better meet the needs of students.

The following discussion focuses on the most efficient operation of a Career Center for the maximum effect on the career development of students. It represents a compendium of ideas, based on the observations of the researchers who have visited 55 Career Centers, input from the Advisory Committee, the suggestions of career guidance personnel in schools, and administrators at the district and county level, and the findings presented in this report. For the specific recommendations of the study, please refer to the individual chapters in the body of the report or the summary of recommendations in the Conclusion that follows this chapter.

How to Implement a Career Center

Any approach to implementing a Career Center is dependent upon several pre-existing factors in a school: the degree of support from the administration, counseling staff, and faculty; the availability of funds; the availability of space; and the composition of the student body. If the individual or group of individuals in a school who are interested in beginning a Career Center are able to obtain substantial outright funding or total support from the principal at the outset, the process of implementing a Career Center is much simpler. However, since both of these situations represent the exception and not the rule, the following discussion addresses the

"typical" situation in which a counselor or work experience coordinator would like to begin a Career Center but is not sure of the best way to proceed. The suggestions that follow will not apply to every secondary school, but it is hoped that most of the ideas can be adapted to fit particular situations.

1. *Base the implementation of a Career Center on measured student need.* If a school has not yet administered the Priority Counseling Survey, the Career Planning Inventory, the Student Profile for Exploring Careers, or a similar instrument designed to assess perceived career guidance needs, this is the essential first step that must preceed the implementation of a Career Center.

2. *Develop an understanding of what Career Centers are currently doing to meet the career guidance needs of students.* It would be wise for a counselor, work experience coordinator, or whoever undertakes the responsibility for implementing a Career Center, to review the findings of this report to obtain an overview of what Career Centers currently are doing and what effect they are having on students who use them. A visit to several existing centers is also an important prelude to planning a Career Center which will meet the needs of a particular school. It has been the researchers' experience that a nicely decorated center is not necessarily indicative of a successful Career Center operation. Therefore, when visiting a center, it is necessary to look beyond the bulletin boards to the established or implied priorities of the center and the type, scope and purpose of the programs it coordinates.

3. *Develop interest among the counseling staff, faculty, and students, and present the idea of a Career Center to the principal.* Armed with the evidence of student need for more career guidance, and an understanding of what Career Centers can do to meet that need, a counselor should approach the rest of the counseling staff and faculty on an informal basis to present and discuss the idea of a Career Center. If a Work Experience Coordinator has assumed the responsibility for implementing a center, it is strongly advised that he or she obtain commitment to a Career Center from the counseling staff. Centers that become popular with students but fail to develop support from the counseling staff frequently find themselves alienated from the rest of a school's counseling and guidance functions.

   The principal is the most important individual to "sell" on the concept of a Career Center. Although it is possible to implement a Career Center without the active support of the principal, it is extremely difficult in the long run to expand the center, win support from the faculty, or to establish a stable funding source for the operation of the center.

4. *Take the principal, or the principal's designee, to an exemplary Career Center.* After presenting the idea of a Career Center to the principal, take him to visit a successfully operating Career Center.

5. *Free some time for a counselor to plan and organize a Career Center.* This can be accomplished through a reallocation of time within the counseling department, or by obtaining funding for two or more periods of a counselor's time. With the principal's consent, the counselor can approach the District Director of Guidance or Career Education or the Board of Education to fund a proposal for implementing a Career Center.

6. *Set up a Career Center planning committee.* With the principal's support, set up a committee, composed of interested counselors, administrators, teachers, and students, to plan the Career Center. It is strongly advised that planning precede the opening of the Career Center. Instead of opening a center and then wondering what to do with it, first set objectives and then design a program that will meet these objectives.

   If there is not enough interest in the school to enable a counselor to form a planning committee, it is still important to develop as much support as possible. Try to involve school personnel and students in the process of establishing the Career Center. District and County offices can be of considerable assistance in the planning stage of a Career Center.

As discussed in Chapter VIII on Evaluation, the study has outlined six areas of students' career development that may be influenced by Career Centers. The individuals involved in planning a Career Center can write objectives on those areas that they hope to influence through the operation of their Career Center.

7. *Allocate the space for a Career Center.* The principal must allocate the space for the Career Center. A room the size of one-half a classroom, or 500 square feet, is suitable for the needs of most first year centers but many will need to expand to a larger facility. A central and easily accessible location is preferable, but many centers must begin wherever space is available and move to more suitable facilities as the opportunity arises.

8. *Decorate the center to achieve a non-institutional look.* If money is a problem, organize parent and student volunteers to build bookshelves, paint, and decorate the center. Approach the Lions, Kiwanis, and Rotary clubs for donations of money, furnishings, and equipment for the center. In the past, many Career Counselors and Work Experience Coordinators have spent their weekends in the Career Center, painting and building.

9. *Establish an inventory of printed sources of career and educational information.* A center that is in the early stages of development should concentrate first on building up an inventory of printed materials. A paraprofessional, secretary, and/or parent volunteer can send away for free materials. Books from the library and catalogs from the counseling offices should be moved into the center. It is strongly advised that equipment not be purchased unless there is a program planned that will fully utilize it. For more detailed suggestions pertaining to materials and equipment inventories, please refer to Chapter IV.

10. *Hire a paraprofessional to coordinate the day-to-day activities of a Career Center.* It is sometimes possible to reallocate the time of a secretary in another department of the school to undertake the responsibilities of a Career Center paraprofessional. If not, however, hiring a paraprofessional is the single most justified and necessary expense for the operation of a Career Center. Without the support of a paraprofessional, the counselor or Work Experience Coordinator in the center must devote much of their time to activities which underutilize their skills. It is important that the job description of the paraprofessional be well-defined and that this individual receive a thorough orientation to the center's resources and objectives. For a complete discussion of a Career Center staff, refer to Chapter III.

11. *Before officially opening the center, have an orientation for the faculty.* If students have been involved in implementing the center, they should be present to welcome the faculty. It is important for Career Center personnel to explain to the faculty how the center can serve them in such ways as providing career-related materials and films, and scheduling speakers and field trips.

12. *Advertise the Career Center in the PTA Newsletter, and in the local newspaper.* Explain the rationale behind the center, the purpose of the center, and ask for volunteers to assist in whatever activities the Career Center has planned. For example, ask for volunteers from the business community who are willing to speak to students or employ students part-time and parents who are willing to staff the center part-time. A letter can be sent to local businesses with a detachable return form on which individuals in the community can indicate the ways in which they would be willing to assist the Career Center.

How to Operate and Maintain a Career Center

Once a center is open, its success depends on the efforts and enthusiasm of the Career Center staff, and the atmosphere they are able to create in the center itself. In addition to these intangibles,

the numbers and kinds of programs that are coordinated by the Career Center are directly related to the size and the qualifications of the staff. Beyond these basic considerations, discussed in detail in Chapters II and III of the report, several generalizations can be made concerning the effective operation of a Career Center.

1. *If it has not yet been done, writing objectives for the Career Center is the first order of business.* Once the objectives are clearly set forth, programs can be designed to specifically meet those objectives. Monograph 5, by the Task Force of California Educators (1972) provides some guidelines for writing objectives for career guidance programs.

2. *Take advantage of the resources of the school and the community.* Career Centers should not be identical from school to school or from district to district. For example, a center in a school on a modular schedule may have heavier student traffic throughout the day than a center in a school on a traditional schedule. This fact alone may effect the way the center is organized and the types of PR activities conducted by the staff to bring students into the center. A school that is near an urban area, with a variety of nearby businesses, may be able to coordinate an extensive work experience program, while a center in a school that is located in a more isolated suburban area might instead emphasize infusing career guidance into the curriculum. The point is that centers should be an out-growth of the needs of a particular student population and draw upon the resources within the school and community to meet the needs of the students.

3. *View a Career Center as a process of inter-connecting, mutually supporting activities, with several points of entry.* Interest survey administration and interpretation, speakers, and field trips should be related as much as possible to each other, and to classroom units, to career units in the center, and to work experience programs. For example, if a student signs up for a field trip, he or she can be informed of related materials in the center, scheduled speakers in that career area, and work experience opportunities. It is advised that centers coordinate with as many activities as possible, such as driver's training programs, and tutorial programs, to bring students into the center. The center should also be used for instruction related to work experience and instructional support for students in occupational courses.

4. *Continue to develop support within the faculty, counseling staff and administration.* It frequently happens that once a center is implemented, it does not become the hub of career guidance activities, but instead the sole coordinator of career guidance activities in a school. In other words, the counseling staff and faculty take comfort in the idea that career guidance is being done "over there" in the Career Center and assume that career guidance is no longer their responsibility. To prevent this from happening, the Career Counselor or Career Center Coordinator must work continuously with school personnel to involve them in Career Center activities.

5. *Act as a service to the faculty.* Instead of relying on written communication, actually hand faculty members films and other materials that they may wish to use. Materials organized on a mobile cart for each curriculum area can be wheeled into individual classrooms. Inform faculty of scheduled speakers and field trips that may be applicable to their curriculum, and offer to schedule speakers to bring into the classroom. Since the leadership of the principal is necessary to initiate any extensive faculty participation in career guidance, the principal must be kept up-to-date on Career Center activities. With the principal's support a few faculty members can be encouraged to experiment with career-related curriculums and share the results with the rest of the faculty at the end of the year.

6. *A minimum amount of career guidance for each student should be built into the Career Center program.* The findings of this study show that the more students use the Career Center, the more value they derive from it. However, left to their own initiative, many students will not take advantage of a Career Center's resources. It is, therefore, strongly

advised that the Career Center program involve each student at least once each year. If the center is large enough, it is preferable that students spend a week or more each year in the center, participating in a series of activities such as interest survey interpretation, career exploration, and decision-making units. If it is not possible to bring classes into the center, the Career Counselor can conduct career units in the classrooms.

7. *Maximize the effectiveness of career guidance services offered through the Career Center.* A Career Center must not only offer career guidance services, but also ensure that students benefit from those in which they participate. Suggestions pertaining to a few major Career Center activities follow below. For a more complete discussion of Career Center programs and activities, refer to Chapter V.

   Interest Surveys: Before taking an interest survey, students must be made aware of the purpose of the survey and how the results are going to be used. If the faculty is to administer the survey, inservice training on the administration and interpretation of interest surveys is appropriate. Similar preparation is necessary if a paraprofessional is to administer the interest survey.

   Each time an interest survey is administered, adequate time must be set aside for the interpretation of the results with the students. Without intelligent interpretation, the results of the survey may only reinforce students' misconceptions or narrow instead of broaden their awareness of the range of occupational choices available to them.

   Equally important as the administration and interpretation of interest surveys is the application of the results. The results should be linked to information in the center and to courses in the school. Results should be used as a basis for a discussion of career plans with the Career Counselor. The student, his parents, and the Career Counselor can meet in the center to discuss the results of interest surveys and the student's tentative career and educational plans.

   Speakers Programs and Field Trips: These activities should be based as much as possible on measured student interests and scheduled and publicized far in advance. Appropriate faculty and all students who have expressed an interest in the career area should be notified. Either before or during the speaker's presentation or field trip, students should be informed of other careers and of academic courses which relate to the career to be explored. The "Careers related " charts developed in the San Diego County Department of Education. To encourage productive discussion, a speaker can be provided with a few suggested topics to cover during the presentation, and students can be provided with a list of suggested questions that they might ask.

   Work Experience: Work Experience programs should be understood by Career Center personnel to involve more than just placing students in jobs. A work experience program operating out of a Career Center should be closely articulated with the Career Center's counseling and guidance functions. For example, before placement, a student should prepare a resume, practice filling out a job application, and undergo a mock interview. The supervision that accompanies work experience should include feedback from the students as well as the employers. Students can be asked to keep a record of their experiences for future review with a counselor. Some kind of assessment process with a counselor, either individually or in groups, should follow the work experience itself. If work experience includes teaching students the techniques necessary to find their own jobs, it can be an extremely important asset to a career guidance program.

8. *Files in the Career Center should be kept "for" and not just "on" students.* In a career guidance program that involves students at each grade level, personal planning files can be maintained by students for their own use. These folders should include such things

as the results of interest surveys and aptitude tests, work from career courses or units, worksheets or student records and a statement of career goals and educational plans. The files should be confidential and kept in a file cabinet that is either locked or closely supervised, but the files should be accessible to any student who wishes to refer to his file. A student should be able to take the file with him when he graduates.

9. *Career Center personnel should understand that career exploration does not necessarily lead to career planning.* The findings of the study suggest that providing a student with knowledge of himself and of careers that are of interest to him does not insure that the student will apply his knowledge to the formulation of career plans. Since a major purpose of a Career Center is to assist students to make sound decisions regarding their future life styles and careers, a Career Center should design programs to assist students in these essential areas.

10. *Establish a budget specifically for the operation of the Career Center.* Without a stable funding source and accurate knowledge of how much money they have to spend, it is difficult for a Career Center staff to efficiently allocate a center's resources. As discussed in Chapter VII, the district must be convinced enough of the value of Career Centers to make a commitment of the necessary money to ensure their continued operation.

How to Improve a Career Center

To improve a Career Center, it is essential to obtain an evaluation on each aspect of a center's operation and to base arguments for further support on demonstrated past performance. In the discussion about evaluation, several different types of instruments were examined. The Career Center can use the information from these instruments plus feedback from other sources to help improve the programs and activities provided by the Career Center. The emphasis should be to examine programs and services offered and make decisions based upon data.

1. *Establish priorities for each of the programs or activities provided by the Career Center.* For example, some centers put heavy emphasis on speakers programs while others put more emphasis on infusing career guidance into the classroom. The determining factor for a center's priorities should be the student assessment of existing Career Center services discussed in Chapter VIII, and the types of resources at the schools. Career Center staffs can establish priorities on the basis of student assessments and a school's resources.

2. *Tentatively establish a one-year program, a two-year program, and a 3-year program for the Career Center based upon established priorities and reasonable projections.* Write down the plans so that they can be examined in 6 months or a year. Have the staff review the documents and reach a consensus at these times.

3. *While the tentative programs are being laid out, discuss the programs with faculty members to see how they want to use the Career Center.* Casual interviews can be arranged along with the circulation of questionnaires.

4. *Meet with the counseling staff and obtain direct feedback from them to ensure that their ideas are incorporated into Career Center activities.* Again in discussing programs with faculty, counselors and administrators, ferret out the best Career Center resources in the school.

5. *Obtain feedback information on the programs and services offered.* In the evaluation chapter, we mentioned that the Student Career Center Survey, or preferably the modified version, could be used to obtain feedback on programs. Staffs can administer the SCCS to 75 students who frequent the Career Center and obtain the means for the responses. Two methods are available for scoring the responses. One is to try and solicit the assistance

of the math department and have a math project to tabulate the means for each response. Of course all students' responses would be anonymous in this case. The other way is to have the SCCSs machine-scored by the district, the county Board of Education or an outside service agency. Categorize the programs into those that are regarded highest, those in the middle and those regarded lowest by students. The results of the survey will provide information on student attendance to various programs and opinions of the effectiveness of programs and materials and staff.

6. *In Chapter VIII, ways in which Career Centers are making an impact on students were discussed.* These included increased exploration and planning in relation to student visits to the Career Center, and increased positive attitude about Career Guidance activities in relation to student visits to the Career Center. In the Evaluation chapter, the Career Guidance Impact Survey was mentioned as a method to measure the impact of Career Centers on students. The Career Center staff should obtain information from approximately 250 students who frequent the Career Center and 250 students who do not frequent the Career Center and examine the similarities and the differences. Compare results of students who have made career plans with those who have not. The results of the survey would then be used by the staff to see their overall effect.

7. *Compare the Career Center priorities with the information from faculty and counselors and student input.* Based upon these comparisons, make three categories: (1) programs and activities which are regarded as high priorities and which are well received, (2) programs and activities which are high priorities and not well received, and (3) programs and activities that are not high priorities but should be according to the faculty, counselors and student feedback. For those in the first category, the staff will not have to do much but monitor the programs. For those in the second category, the staff will have to make some decisions. The identified programs and activities may in fact be greatly needed, but the staff does not have the resources to perform these programs and activities. In this case, the staff will have to seek more resources. One strategy would be to go to the principal to seek resources and indicate the data to support your request. Several Career Centers were able to obtain more resources with this approach. With references to the high priority programs which are rated low by teachers, counselors, and students, the staff may be doing a bad job in this area. Although many staff are reluctant to admit they are doing a poor job in one area as opposed to another, it is actually a good staff which recognizes shortcomings, so they can work on the problem areas. For low priority programs rated highly by teachers, counselors, and students, the staff must decide if it can respond to the feedback. The staff must first form an opinion whether the feedback appears to be accurate. If the feedback is accurate and the programs should be dealt with by the staff, the first consideration must be to examine the resources available. For example, if the teachers want decision-making units in the classroom and the Career Center staff has ignored this service, the Career Center staff must first decide what appropriate units are available and if the staff can coordinate the activities to operate in conjunction with the classroom units.

8. *Examining priorities in relation to feedback is essential and much easier than it may seem.* The skill of course is using the information in a propitious manner. Staff must be cautioned not to try and change too many of the Career Center activities at one time. They should concentrate on beefing up or reorganizing programs on a selective basis. The Career Center may plan to change several programs in the following year, but selective program revision is essential for improvement.

9. *Identify students who have not made any post-high school plans and seek to provide assistance to those students.* The Corona-Norco Unified School District recently identified students with no-post high school plans and offered career guidance to such students.*

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* This project was funded by ESEA Title III and for more information, contact Tom Gibson at the district office.

A Career Center in another district contacts all seniors who did not apply to college or who did not ask for their transcripts. Additionally, the Career Center should not automatically exclude students who say they are going to Community College from this group. Many students indicate they are going to college simply because they have not made any concrete plans about the future. Counselors at the Community College level mentioned that many students come to Community Colleges because they do not know what else to do and a significant number of these students drop out before too long.

References

Ginzberg, Eli *Career Guidance: Who Needs It, Who Provides It, Who Can Improve It.* New York: McGraw-Hill, 1971.

Task Force of California Educators, Cunha, J.E., Laramore, D., Lowrey, B.L., Mitchell, A.M., Smith, T.W., and Woolley, D.C. (Eds.) *Career Development: A California Model for Career Guidance Curriculum K-Adult,* Monograph (5). Fullerton, California: Personnel and Guidance Association, 1972.

CHAPTER X

CONCLUSION AND SUMMARY OF RECOMMENDATIONS

This study of Career Centers in the state of California has accomplished each of its major obejctives. First, the study has defined the concept of a Career Center by describing the facilities, staffing patterns, programs, and activities of Career Centers throughout the state. With an understanding of the variations evidenced in each of these areas, the authors were able to categorize Career Centers according to their developmental level. These distinctions were made on the basis of the number of years the Career Center has been in operation, the staff composition, and the variety and scope of programs coordinated by the Career Center. Of the 182 Career Centers surveyed, 26% are Level #1, or first year centers; 40% are Level #2, or Career Information Centers; 32% are Level #3 or centers in which career development as a process begins to emerge with the integration of programs and services; and 2% are Level #4 or "full service" centers with a wide variety of program offerings and a more complete integration with other school and guidance activities.

Second, the study has obtained data on student use and opinion of the printed and audio-visual sources of career information most commonly used in Career Centers, the staff in Career Centers, and the programs and activities offered by Career Centers. The data reveal that although the materials and equipment are rated highly by students, only 33% of the students have used the equipment this school year, and 55% of the students have used the printed sources of career information. Even more important than a Career Center's materials and equipment inventories is the effective allocation of staff time and the effectiveness of programs coordinated by the center. The data reveal that all of the programs examined in this study are well-received by students. Exploratory work experience programs receive the highest effectiveness rating and speakers programs reach the largest number of students. However, the further finding that many Career Center personnel, and Career Counselors in particular, often devote much of their time to tasks which underutilize their skills, suggests that if a Career Center staff can operate more efficiently, Career Center programs can be improved. For example, although 73% of the students surveyed have taken an interest survey, only 33% report that five or more minutes were spent interpreting

the results and only 42% indicate that they applied the results in any way to their career plans. If a Career Counselor were relieved of less important responsibilities, he or she could make some progress in this area.

Third, the study has determined those areas of students' career development in which Career Centers are having the greatest impact. The data reveal that students who frequent Career Centers show a marked increase in career exploration activities, a smaller but still significant increase in career planning activities, but no increase in decision-making skills. It is clear that the challenge for career guidance personnel lies not in dispensing information to students, but in assisting students to effectively apply information to the formulation of their career plans.

The findings of this study demonstrate that Career Centers are a viable career guidance tool. The more often students visit a Career Center, the more satisfied they are with the career guidance they are receiving. There remain, however, several areas in which Career Centers can improve their services, and it is to the goal of improved career guidance services that each of the following recommendations based on data and suggestions based on interviews and professional opinion are offered. For a discussion of the data upon which each of the following are based, please refer to the accompanying chapter and page numbers.

Staff (Chapter III)

Recommended: That efforts be made to provide parent volunteers, student volunteers, or paid paraprofessional and clerical help to enable the Career Counselor to spend more time counseling students. (p. 25)

Recommended: That the Career Counselor spend the major portion of his time counseling students, either individually or in groups, in such areas as career plans, interpretation of self-appraisal results, and follow-up work experiences. (p. 25)

Suggested: That the Career Counselor be accessible to students in the Career Center during the day without an appointment. (p. 25)

Suggested: That in the absence of a Career Center Coordinator, the Career Counselor be the chief Career Center administrator and represent the center's interests to the faculty, to the school administration, and to the community at large. (p. 25)

Suggested: That centers continue to invite the participation of the entire counseling staff and encourage them to assume some of the responsibility for career guidance, but that day to day continuity in the Career Center be maintained through the presence of at least one Career Counselor. (p. 25)

Recommended: That Work Experience Coordinators stay as close as possible to the maximum student load of 125. For the student to receive the maximum benefit from his work experience, a combination of effort is necessary. The actual work experience should be preceded with a general work orientation, and should coincide with and be followed by an evaluation of the experience with the Career Center professional staff. (p. 29)

Recommended: That when it is necessary for a single individual to act as both Career Counselor and Work Experience Coordinator, he or she pay especially close attention to the allocation of time, and keep the work experience case load at a level at which guidance aspects of the work experience can be given adequate attention. (p. 29)

Recommended: That career-related placement (i.e. placement in an area of a student's current interest, short or long-range plans) be given primary emphasis and that

all placement be accompanied by supervision, related instruction, and follow-up counseling by a qualified professional. (p. 29)

Recommended: To give Work Experience Coordinators more time to spend with other important activities, that districts attempt to centralize contacting the business community to avoid duplication of efforts within the district. This could include establishing district-wide general and exploratory work experience job banks. (p. 29)

Recommended: That a paraprofessional alone, without assistance from a professional staff, not be expected to manage all Career Center activities. (p. 33)

Suggested: That the responsibilities of a paraprofessional be clearly defined in order to ensure the most effective working relationship with the professional staff. (p. 33)

Recommended: That schools not establish additional staff positions unless programs and activities exist (or are planned) which will use that person's skills to capacity. Larger staffs will require more dependence on systematic programs to draw enough students to use the staff time effectively. (p. 34)

Printed and Audio-Visual Sources of Career Information (Chapter IV)

Recommended: That the staff of a Career Center should place more emphasis on programs and activities that will motivate students to use the center's resources and less on the acquisition of additional resources. (p. 42)

Recommended: That printed materials form the basis of a Career Center's career information resources. (p. 42)

Recommended: That no equipment should be purchased unless a program or instructional unit has been developed to insure its use. (p. 42)

Recommended: That Career Centers stress multiple "hands on" use of career information resources to insure that lack of use of certain materials is not due to lack of familiarity with them. (p. 44)

Recommended: That orientations and career units at the junior high level and for the 9th and 10th grades be more media-oriented than Career Center programs involving upper grades, where the students rely more heavily on printed materials. (p. 45)

Recommended: That Career Center staff, especially in new centers, do not assume that "whatever is, is right" and copy materials and equipment inventories from other established centers. Proceed slowly and, if possible, base purchases on student needs and on the planned program for the center. (p. 46)

Career Center Programs and Activities (Chapter V)

Recommended: That if an interest survey is to be used, the Career Center plan to set aside an adequate amount of time for interpreting the results with the students. (p. 55)

Suggested: That if the teacher is going to interpret the interest survey results in the classroom, he or she be thoroughly briefed on the rationale behind administering the survey and on how to intelligently discuss the results with the students. A workshop or inservice training in this area is appropriate. (p. 56)

Suggested: That if counseling time is limited, and surveys are administered in small groups in the center, results can be interpreted through the use of a filmstrip or other audio-visual device. (p. 56)

Recommended: That interest surveys are best administered when the results are going to be applied to the student's career exploration and career planning activities. (p. 56)

Suggested: That interest surveys at the freshman and sophomore level be general in nature and used as a basis for exploring broad career areas in the Career Center, for participation in relevant field trips, and for attending speakers programs. (p. 56)

Suggested: That juniors and seniors use the results of interest surveys in choosing work experience positions and making career plans in consultation with a counselor. (p. 56)

Suggested: That centers include aptitude testing, along with systematic interpretation and follow-up, as part of their self-appraisal activities for students. (p. 56)

Recommended: That speakers programs be continued, expanded, and based as much as possible on measured student interests. (p. 57)

Suggested: That some type of career planning survey be used to identify student needs and interests. (p. 57)

Suggested: That speakers be scheduled as a service to faculty, either in the classroom or in the Career Center. (p. 57)

Suggested: That speakers be used as part of career units in the classroom and in the Career Center, and that students be provided with suggested lists of questions and information that they might learn from the speaker. (p. 57)

Suggested: That Career Centers draw upon the resources of the community and the school to schedule speakers in a wide variety of career areas. These resources include faculty, parents, former students, local service clubs, and the Industry-Education Council's Resource Directory. (p. 57)

Recommended: That if the time and money is available, Career Centers coordinate one field trip each month and relate it as much as possible to other Career Center activities, such as interest testing and related research by the student in the center. (p. 58)

Suggested: That the following technique be applied to field trips coordinated by the Career Center. Take students first to the industry or place of business in which they are interested. From there take them to a trade school or appropriate place of training or education for the occupation to be explored. During the day, require the student to fill out a work sheet that asks questions relating to training, job requirements and working conditions for the occupation being looked into and require additional research in the Career Center. (p. 58)

Recommended: That Career Centers operate as a service to teachers, and work with the administration to systematically incorporate career guidance curriculum into the classroom. (p. 62)

Suggested: That Career Center staffs organize career materials (films, lists of speakers, printed information, etc.) appropriate for each department in the school, and have them readily available, preferably on a mobile cart. (p. 62)

Suggested: That centers offer to schedule speakers and field trips that relate to a teacher's curriculum. (p. 62)

Suggested: That centers have a faculty orientation and open house in the center (complete with coffee and donuts) and enlist the aid and enthusiasm of students. (p. 62)

Suggested: That Career Center personnel select one teacher in each department and begin "selling" them first. (p. 63)

Suggested: That centers (a) identify teachers in a school who are interested in or receptive to the career guidance concept, (b) form a committee composed of a counselor, an administrator, some students, and the teachers, and persuade the teachers to experiment in their classrooms and (c) ask the teachers to share the results with the rest of the faculty at the end of the year. (p. 63)

Suggested: That when informing faculty of Career Center services, go through the department chairman. (p. 63)

Suggested: Invite teachers to participate in Career Days, Nights or Fairs by asking them to relate their subject matter to occupations. (p. 63)

Suggested: That the Career Center build support by sharing with other departments equipment that has been donated or purchased for the Career Center. (p. 63)

Recommended: That Career Centers that are promoting enrollment in occupational courses continue to do so, and that Career Centers provide career guidance services (work experience and occupational information) for students who are enrolled in occupational courses. (p. 65)

Suggested: That Career Centers keep records on students who have come to the Career Center and are interested in enrolling in occupational courses. Once the course is selected, the Career Center staff can provide the student with appropriate information. (p. 65)

Recommended: That if adequate time and resources are available, an exploratory work experience program should be an important priority for Career Centers. (p. 70)

Recommended: That a certain amount of career guidance should be considered indispensable and include all students, at least once a year. (p. 73)

Effectiveness of Career Centers on Students (Chapter VI)

Recommended: That Career Center staffs not be tempted to measure their progress only by students' ability to list abilities, interests, and related occupations. (p. 84)

Suggested: That if the exercise requiring the students to list abilities, interests and related occupations is used in a Career Center, it be for the purpose of identifying students who have little idea of their interests, abilities and related careers and providing these students with the necessary assistance. (p. 84)

Recommended: That teaching decision-making skills becomes an important priority for Career Centers. (p. 88)

Recommended: That Career Centers be implemented in secondary schools that do not at present have them, and that existing Career Centers be given the support necessary to improve their operations. (p. 88)

Recommended: That Career Centers structure programs that will bring students into the centers–not just once or twice, but frequently. (p. 88)

Recommended: That Career Center staff devote more time to assisting students to apply knowledge, gained from self-assessment and career exploration, towards the formulation of career plans. (p. 88)

Finance (Chapter VII)

Recommended: That those persons who are interested in funding Career Centers or obtaining an additional Career Counselor approach the counseling staff and obtain a reallocation of time from the counselors. It is not suggested that an additional $31,632 be obtained from a separate funding source, but that the counseling staff reallocate time so that career counseling can be provided on a regular basis. The actual staffing pattern for the Career Counselor has been discussed earlier. (p. 95)

Recommended: That Career Center staff be cognizant of the utility of the materials and supplies and that if the utility is heavy enough and it warrants it, that increased budgets can be made in the area of materials and supplies. On the other hand, if the substantial utilization of materials and supplies is not noted, then in fact, the budget should be restudied. The effective utilization of the budget for materials and supplies would be necessarily tied into a program for presenting the information. (p. 95)

Recommended: That Career Center staff look primarily to its school and the district for stable funds and that they prepare budgets based upon the programs received by students. (p. 95)

Evaluation (Chapter VIII)

Recommended: That impact instruments be used to assess the degree of exploration, planning, assessment of the guidance services provided as well as the relationship between occupational enrollment in courses and work experience, and student participation in Career Center activities. The data should be analyzed in terms of the visitations to a Career Center and the programs provided at the Career Center. (p. 101)

Recommended: That Career Center staffs complete a staff worksheet which assists in clarifying the allocation of staff time, the identification of programs offered, the utilization of equipment and materials, and the allocation of monies for the Career Center. (p. 101)

Recommended: That student surveys be used to provide feedback to the staff on various programs and services offered. (p. 101)

TABLE A

SCHOOLS INCLUDED IN SAMPLE OF CALIFORNIA CAREER CENTERS

Alameda High School†
Alameda

American River College†
Sacramento

Andrew Hills High School
San Jose

Aptos High School
Aptos

Arroyo High School
San Lorenzo

Bakersfield Community College*
Bakersfield

Bakersfield High School
Bakersfield

Bella Vista High School
Fair Oaks

Berkeley High School†
Berkeley

Big Bear High School
Big Bear Lake

Bolsa Grande High School
Garden Grove

Bonita Vista High School*
Chula Vista

Buena High School
Ventura

Cajon High School
San Bernardino

Calistoga High School
Calistoga

Camarillo High School
Camarillo

Canyon High School*
Castro Valley

Carlmont High School†
Belmont

Carlsbad High School
Carlsbad

Carpenteria High School
Carpenteria

Castro Valley High School*
Castro Valley

Central Union High School
Fresno

Cerritos Community College
Norwalk

Chaffey High School
Ontario

Channel Islands High School
Oxnard

Chico High School
Chico

Clairemont High School†
Clairemont

Cloverdale High School
Cloverdale

Colton High School
Colton

Colusa High School
Colusa

Compton Community College*
Compton

Corona High School
Corona

Corona del Mar High School
Newport Beach

Coronado High School†
Coronado

* Administered Surveys
† Visited

Crawford High School
San Diego

Crestmoor High School
San Bruno

Cupertino High School
Cupertino

Cypress College
Cypress

Dana Hills High School†
Dana Point

DeAnza College†
Cupertino

Dos Palos High School
Dos Palos

Dublin High School
Dublin

East High School†
Bakersfield

East Side Union High School District
San Jose

East Union High School
Manteca

Edison High School†
Huntington Beach

Eisenhower High School
Rialto

El Cajon Valley High School
El Cajon

El Camino High School†
Sacramento

El Capitan High School†
Lakeside

El Toro High School
El Toro

Ernest Righetti High School
Santa Maria

Escondido High School†
Escondido

Everett Junior High School†
San Francisco

Foothill High School†
Pleasanton

Foothill High School
Tustin

Foothill Continuation High School
San Jose

Fort Bragg High School
Fort Bragg

Fountain Valley High School
Fountain Valley

Franklin High School
Stockton

Fullerton Union High School
Fullerton

George Washington High School
San Francisco

Grace M. Davis High School
Modesto

Granada High School
Livermore

Granite Hills High School
El Cajon

Grant Union High School
Sacramento

Grossmont Union High School
La Mesa

Half Moon Bay High School
Half Moon Bay

* Administered Surveys
† Visited

Harbor High School
Santa Cruz

Hayfork High School
Hayfork

Healdsburg High School
Healdsburg

Herbert Hoover High School
San Diego

Highland High School†
Bakersfield

Hilltop High School†
Chula Vista

Hiram W. Johnson High School
Sacramento

Hueneme High School
Oxnard

Huntington Beach High School
Huntington Beach

Irvington High School*
Fremont

J. Eugene McAteer High School
San Francisco

James Lick High School
San Jose

James Logan High School
Union City

John F. Kennedy High School
La Palma

Kearny High School
San Diego

Kern Valley High School
Lake Isabella

La Mesa Junior High School
La Mesa

La Presa Junior High School†
Spring Valley

La Quinta High School†
Garden Grove

Laguna Beach High School
Laguna Beach

Laney College †
Oakland

Leland High School*
San Jose

Lincoln High School
Lincoln

Live Oak High School*
Live Oak

Lodi High School
Lodi

Los Angeles Pierce College
Woodland Hills

Loyalton High School
Loyalton

McClatchy High School
Sacramento

McFarland High School
McFarland

Madison High School*
San Diego

Magnolia High School†
Anaheim

Martin Luther King High School
Davis

Mar Vista High School†
Imperial Beach

Maxwell High School
Maxwell

* Administered Surveys
† Visited

Menlo-Atherton High School
Atherton

Merced High School
Merced

Mills High School
Millbrae

Miramonte High School†
Orinda

Mission High School
San Francisco

Mission Bay High School†
San Diego

Mission Viejo High School
Mission Viejo

Monache High School
Porterville

Monte Vista High School†
Spring Valley

Monterey Peninsula College
Monterey

Moorpark Community College*
Moorpark

Mount Miguel High School
Spring Valley

Mount Pleasant High School
San Jose

Napa High School
Napa

Newbury Park High School
Newbury

Norco High School
Norco

North High School
Bakersfield

Novato High School†
Novato

Oak Grove High School
San Jose

Oceana High School
Pacifica

Pacific High School†
San Bernardino

Pacific Beach Junior High School
San Diego

Petaluma High School
Petaluma

Piedmont High School
Piedmont

Piedmont Hills High School*
San Jose

Porterville Union High School*
Porterville

Poway High School†
Poway

Pt. Loma High School†
Pt. Loma

Redlands Senior High School
Redlands

Redwood High School†
Larkspur

Reedley High School*
Reedley

Rim of the World Senior High School
Lake Arrowhead

Rio Americano
Sacramento

Rio Linda High School
Rio Linda

* Administered Surveys
† Visited

Rio Mesa High School
Oxnard

Royal High School*
Simi Valley

Saddleback High School*
Santa Ana

San Bernardino High School
San Bernardino

San Bernardino Valley College
San Bernardino

San Carlos High School
San Carlos

San Clemente High School
San Clemente

San Dieguito Union High School
Encinitas

San Gorgonio High School
San Bernardino

San Juan High School
Citrus Heights

San Leandro High School
San Leandro

San Marcos High School†
Santa Barbara

San Rafael High School
San Rafael

Santa Ana College
Santa Ana

Santa Barbara High School†
Santa Barbara

Santa Maria High School†
Santa Maria

Santa Theresa High School
San Jose

Santana High School
Santee

Santiago High School
Garden Grove

Saratoga High School
Saratoga

Savanna High School
Anaheim

Sequoia Junior High School*
Simi Valley

Shafter High School
Bakersfield

Shasta High School
Redding

Silver Creek High School
San Jose

Simi High School
Simi Valley

Skyline College†
San Bruno

Sonora Union High School
Sonora

Soquel High School
Soquel

St. Helena High School
St. Helena

Sunny Hills High School
Fullerton

Sutter High School
Sutter

Taft Junior High School
San Diego

Tahoe-Truckee High School
Truckee

* Administered Surveys
† Visited

Tamalpais High School†
Mill Valley

Tennyson High School†
Hayward

Terra Nova High School
Pacifica

Thomas Downey High School
Modesto

Tokay High School
Lodi

Trinity High School
Weaverville

Trona High School
Trona

Troy High School
Fullerton

Tulare Western High School
Tulare

University High School*
Irvine

Ventura Community College
Ventura

Vista High School
Bakersfield

Washington High School
Broderick

West High School*
Bakersfield

West Los Angeles College
Los Angeles

Westminster High School
Westminster

Wheatland High School
Wheatland

Wilbur Junior High School*
Palo Alto

William C. Overfelt
San Jose

Woodland High School*
Fred Miracle

Yerba Buena High School
San Jose

Yolo High School
West Sacramento

Yuba City High School*
Yuba City

Yucaipa High School
Yucaipa

Yucca Valley High School
Yucca Valley

* Administered Surveys
† Visited

TABLE B

The purpose of this questionnaire is to provide an accurate characterization of Career Centers in the State of California. Each section relates to a different part of the Career Center operation. At the end of the questionnaire, a section has been set aside for remarks and any informal discussion of your Career Center you think would be useful in this study. If you feel that there are important parts of your Career Center's operation which have been under-emphasized or omitted from this questionnaire, please note them in that place.

The Career Counselor or Career Center Director should complete the questionnaire. The more attention you are able to give to your responses, the more useful will be the results of the study.

PART I

General Information

Name of Person Completing Form_____ Position_____

School_____ District_____

No. of Students_____ Grade Levels Represented_____

Racial Distribution: %Black____ %White____ %Oriental____ %Mexican Am____

Percentage of graduates continuing on to 2 and 4-year colleges %_____

How long has the Career Center been in operation?_____

Career Center hours: Opens_____ Closes_____

Is the Center open for night school adults? Yes____ No____ Hours_____

Please describe the Career Center location in reference to the rest of the school:_____ Size (Sq. ft.)_____

Is this location easily accessible to the general student population? Yes____ No____. In a heavy student traffic area? Yes____ No____

Please state as specifically as possible what you hope to achieve through the operation of your Career Center:

Staffing

1. For each of the full and part-time Career Center positions, please indicate the number of persons performing in each capacity, a brief job description for that position within the Career Center organization, and the training and background that qualifies each individual to work in the center.

No.	Position	Job Description (within the Career Center)	Background and Training
	Career Counselor		
	Work Experience Coordinator		
	Support Personnel: Career Aide		
	Paraprofessional		
	Teachers Assistant		
	Secretary		
	Volunteers		
	Others (please specify)		

2. To whom do you report?

3. Through what formal and information channels do you receive advice, ideas, and direction?

4. Please indicate the title of the Career Center staff member who who usually performs each of the following functions (if more than one, indicate both) and the percentage of time each staff member spends performing each function:

Function	Title of person performing the task	Percentage of time: 0-5%	5-15%	15-40%	40%+
Counseling	1.				
	2.				
Assist students in locating information	1.				
	2.				
Administering Interest Surveys	1.				
	2.				
Interpreting Interest Surveys	1.				
	2.				
Conducting student orientations	1.				
	2.				
Maintaining bulletin board	1.				
	2.				
Updating student files	1.				
	2.				
Maintaining career information files	1.				
	2.				
Attracting students to the Center (PR)	1.				
	2.				
Placement: exploratory work exp. plus supervision (jr. high and high school)	1.				
	2.				
general work exp. plus supervision (Paid, with related instruction)	1.				
	2.				

Function	Title of person performing the task	Percentage of time: 0-5%	5-15%	15-40%	40%+
college or other education or vocational training	1.				
	2.				
job placement (full or part-time)	1.				
	2.				
Inservice training programs for counselors and teachers	1.				
	2.				
Resource assistance to teachers and counselors	1.				
	2.				
Contacting the business community	1.				
	2.				
Organizing Career Days or Fairs	1.				
	2.				

Operations

1. Please rate from 1 to 5 the importance of each of the methods your Career Center employs to attract students:

	Very Important				Not Important	Don't Have
Teacher referrals	1	2	3	4	5	_____
Publications in the school bulletin	1	2	3	4	5	_____
Class visits by Career Center personnel	1	2	3	4	5	_____
Career Days or Fairs	1	2	3	4	5	_____
Referrals from other students	1	2	3	4	5	_____
Group orientation to Career Center	1	2	3	4	5	_____
Other (please specify)						
1.	1	2	3	4	5	
2.	1	2	3	4	5	
3.	1	2	3	4	5	

2. Which is the most effective means of reaching students?

3. Do you keep updated files on students who use the Career Center?

   Yes_____ No_____

   If not, please indicate the reasons:

   If yes, please attach sample forms.

4. What filing system do you use for the unbound career information?

5. Are the A-V materials and printed information displayed so that the students can serve themselves?

   Yes_____ No_____

6. Do you involve parents in the Career Center and/or the Career planning of the student?

   Yes_____ No_____

   If yes, what approach do you find most successful?

7. Please rank 1 through 5, in order of importance, the following Career Center purposes:

	Rank:
To provide a wide range of career information.	_____
To teach decision-making skills to enable the best use of career information.	_____
To give each student the opportunity to acquire a marketable skill.	_____
To provide individual counseling as well as test and interest survey interpretation.	_____
To give the student work experience: "hands on" contact with the world of work.	_____

8. Which would you say that <u>your</u> Career Center emphasized most strongly:

   _____a) job placement, work exploration and work experience programs

   OR

   _____b) counseling, general career orientation, awareness of one's own aptitudes and interests, and teaching decision-making skills.

9. Which interest inventories or tests do you administer?

Are they administered on an individual basis or classwide?

Individual _____ Classwide_____

10. Are the results of the interest surveys linked to

	Yes	No
Information in the Center	____	____
Work exploration programs	____	____
Job placement	____	____
Available school curriculum	____	____
Available Regional Occupational Programs	____	____
The student's academic program	____	____
Other (please specify)		
1.	____	____
2.	____	____

11. Is Career Guidance growing, shrinking, or staying the same as a bona-fide part of the educational process at your school?

Growing_____Shrinking_____Same_____

12. Do you anticipate any significant changes before the end of this school year?

Yes_____ No_____

If yes, please specify:

13. What are your plans for next year?

Interdependence With Other School Functions

	Yes	No
1. Do any teachers incorporate Career Guidance curriculum into their classrooms?	____	____
If Yes, about how many? _____		
2. Do Career Center representatives speak to classes in the school (other than career guidance classes)?	____	____
3. Does the Career Center feed back information to the school counselors?	____	____
4. Are any faculty members staffing the Career Center part-time?	____	____

5. Please rate from 1 (excellent) to 5 (poor) the kind of cooperation you have had from:

	Excellent				Poor
Counselors	1	2	3	4	5
Faculty	1	2	3	4	5
Administration	1	2	3	4	5
Vocational Teachers	1	2	3	4	5
ROP Staff	1	2	3	4	5

Business Community Relations

	Yes	No
1. Do you have contacts in the business community who will employ students?	____	____
If Yes, about how many? _____		
2. Do you have contacts in the business community who will volunteer equipment, time to talk with students, or other services?	____	____
If Yes, about how many? _____		
3. Do you maintain a current file of jobs in the community?	____	____
4. Do you continually and systematically seek out jobs in the community as part of your placement program?	____	____
5. Do you share the job openings that you find with other schools in your district, and vice versa?	____	____
6. Do you seek feedback from employers of students who are placed in jobs?	____	____

Evaluation

1. Please rate from 1 (indicative) to 5 (no relationship) the degree to which the following measures are indicative of Career Center performance:

	Indicative				No Relationship
Student traffic through Career Center	1	2	3	4	5
Number of students placed in jobs	1	2	3	4	5
Enrollment increases in Vocational Educational classes	1	2	3	4	5
Degree of faculty cooperation in introducing career-oriented material into their regular curriculum	1	2	3	4	5
Some measure of increased student career awareness	1	2	3	4	5

Other (please specify) _____

_____

_____

	Yes	No
2. Do you have a reasonably objective means of rating the effectiveness of your Career Center?	____	____
If Yes, please elaborate?		
3. Do you poll students and staff with regard to Career Center impact and functions?	____	____
If you are now using a student or staff evaluation of the Career Center operations, please include a copy of that questionnaire and a set of results.		
4. Do you obtain follow-up data on students who have graduated?	____	____
5. Have you attended a Career Center workshop this year?	____	____
If yes, who sponsored it?		

Financial (Please refer this section to the person best able to complete it)

1. What was the initial source of funding for the Career Center?

2. How were those funds allocated for:
   Personnel $_____
   Equipment $_____
   Materials $_____

3. What Career Center staff, equipment, materials, furnishing, etc. were transferred from other already-existing school programs or resources without additional expenditure?

Personnel:	Equipment:
1.	1.
2.	2.
3.	3.
Materials:	**Other:**
1.	1.
2.	2.
3.	3.

4. What are your yearly operating costs?_____

5. What are your present and potential funding sources?
   a)
   b)
   c)
   d)
   e)

6. Do you anticipate the same, a larger or a smaller budget next year?
   Same_____Larger_____Smaller_____

7. If you had more money for your Career Center, where would you spend it for greatest impact?

8. If your budget was cut for next year, what part of the Career Center program would you eliminate or reduce?

Difficulties Encountered Along The Way

1. Who or what (an individual or some available money) was responsible for getting the Career Center off the ground?

2. What were the biggest obstacles the Career Center faced at the beginning of its operation?

3. What are your biggest problems now?

4. What problems do you anticipate in the future?

Please use this space for any additional comments, information or qualifications to any of the above responses.

PART II

Materials and Equipment Inventory

For each of the following categories, please indicate numerically your present inventory, what you intend to obtain in the near future, and what you would like to but at present are unable to obtain.

	Present Inventory	Intend to Obtain	Would like to Obtain
Career Information:			
Occupational Outlook Handbook			
California Occupational Guides			
VIEW Decks			
Career Kits			
Career Service Subscriptions			
Reference books on career, vocational, and specialized schools			
Career books			
Handouts (pamphlets, brochures, reprints)			
Files of unbound materials			

Titles of most helpful sources of career information?

1. _____
2. _____
3. _____
4. _____
5. _____

Materials and Equipment Inventory

College Information:	Present Inventory	Intend to Obtain	Would like to Obtain
College guides, handbooks, and dictionaries			
Guides to college majors curricula, and specialized programs			
Financial aid references			
Miscellaneous			

Titles of most helpful sources of college information:

1. _____
2. _____
3. _____
4. _____

Audio-Visual Materials and Equipment	Present Inventory	Intend to Obtain	Would like to Obtain
Tape players			
Tape recorder/players			
Blank cassettes			
Slide projectors			
Recorded cassettes			
Super-8 projectors			
Super-8 film loops			
Soundstrip players (cassettes)			
Soundstrip programs			
Microfilm readers			
Microfilm readers/printers			

Materials and Equipment Inventory

Audio-Visual Materials and Equipment (Cont'd)	Present Inventory	Intend to Obtain	Would like to Obtain
Headphones			
Other (please specify)			
1.			
2.			
3.			

Names of most useful hardware:

1. _____

2. _____

Titles of most helpful software materials:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Which self-appraisal instruments do you use (JOB-O, OVIS, COPS, Etc.)?

1. _____ 4. _____

2. _____ 5. _____

3. _____

What is the most useful self-appraisal methodology?

TABLE C

STUDENT CAREER CENTER SURVEY

This is not a test. It is a survey designed to measure student use of the Career Center, and the Career Center services, materials, and programs. The responses you give will help your school know how they can help you most, and it will help other schools in California know what they can do to help their students.

There are 64 items. All responses should be made on the accompanying Answer Sheet in the numbered spaces provided. Please note that the Answer Sheet has room for 10 responses (0-9). For each question, please be sure to mark the space on the Answer Sheet corresponding to the number of the response you want.

If you have questions about the survey during the hour, please raise your hand and the monitor will assist you. Please do not mark on the questionnaire.

STUDENT PROFILE:

(1) Your Grade Level:
- 0. 7th
- 1. 8th
- 2. 9th
- 3. 10th
- 4. 11th
- 5. 12th
- 6. College

(2) What kind of grades do you receive?
- 0. mostly A's
- 1. A's and B's
- 2. mostly B's
- 3. B's and C's
- 4. C's
- 5. C's and D's
- 6. D's or less

(3) Sex:
- 0. Male
- 1. Female

(4) Indicate your ethnic group or race:
- 0. Caucasian
- 1. Black
- 2. Oriental
- 3. Chicano
- 4. Other

(5) What are your educational plans?
- 0. Leave school before graduation
- 1. Graduate, but no more school after that
- 2. Graduate and go to trade, vocational or technical school
- 3. Graduate and go to a two-year college
- 4. Graduate and go to a four-year college

(6) How many times have you visited the Career Center this school year?

0. none
1. once
2. 2-5 times
3. 6-15 times
4. more than 15 times

(7) How well do you feel you can define your career plans?

0. You haven't decided at all
1. You have a vague idea of what you want to do
2. You have a good idea of the general area, but not the exact job
3. You feel pretty sure about the career you want

(8) Why do you most often visit the Career Center?

0. As a part of a class orientation or class exercise
1. To find out about a college or trade school
2. To talk to a Career Counselor
3. To find a job for which you will get paid
4. For non-career related reasons (Eat lunch, study hall, break...)
5. Other reason not listed above

(9) How much total time have you spent in the Career Center or in Career Center activities this school year?

0. less than ½ hour
1. less than 2 hours, but more than ½ hour
2. 2-5 hours
3. 6-10 hours
4. 11-20 hours
5. more than 20 hours

CAREER CENTER PROGRAMS

For items 10 - 23, we would like to know how many times this school year you have participated in the activity, and to know your opinion of how effective you felt the activity was in helping you to understand (1) about a specific career, (2) about work in general, (3) about your working attitudes and abilities. Several questions also ask about your reaction to the programs you've participated in.

(10) How many career speakers have you heard?

0. none
1. one
2. 2-5
3. 6-10
4. more than 10

(11) Effectiveness rating (speakers):

0. excellent
1. good
2. so-so
3. poor
4. haven't heard a speaker

(12) How much time was allowed for a question and answer session after the speaker spoke?

0. none
1. less than 5 minutes
2. 5-15 minutes
3. 15-30 minutes
4. more than 30 minutes

(13) Did you feel that this was enough time?

0. not nearly enough time
1. needed a little more time
2. about the right amount of time
3. a little too long
4. way too long

(14) How do you usually learn about when the speakers are to speak, and what the topic will be?

0. notice in the daily bulletin
1. word-of-mouth
2. notice in Career Center Bulletin
3. posted on bulletin board
4. Career Counselor notifies you

(15) How much have you participated in exploratory (unpaid) work experience: (number of positions held)?

0. none
1. one
2. 2
3. 3
4. more than 3

(16) Effectiveness rating (exploratory work experience):

0. excellent
1. good
2. so-so
3. poor
4. have never held an exploratory work experience position

(17) As a result of your exploratory work experience, how much did your attitude toward your career plans change?

0. I'm sure I don't want a career in the area of my exploratory work.
1. I probably don.t want to do that exact type of work, but rather in a related area.
2. My attitude didn't change at all. The experience provided little useful information.
3. I'm now much more certain that I'm on the right track for my career.
4. I haven't participated in an exploratory work program.

(18) How much have you participated in general work experience (number of jobs held)?

0. none
1. one
2. 2
3. 3
4. more than 3

(19) Effectiveness rating (general work experience)

0. excellent
1. good
2. so-so
3. poor
4. haven't participated in general work experience.

(20) How many times have you gone on a field trip to see and speak to people working in their place of work (not necessarily sponsored by the Career Center)?

0. never
1. one time
2. 2 times
3. 3 times
4. more than 3 times

(21) Effectiveness rating (field trip):

0. excellent
1. good
2. so-so
3. poor
4. haven't been on a field trip trip this year

(22) How many of your teachers discuss the relevancy of the classroom materials to possible careers (i.e. which jobs use math, English, etc.)?

0. zero
1. one
2. 2
3. 3 or 4
4. 5 or more

(23) In those classes where career information is included, how much does it affect your attitudes to your schoolwork?

0. much improved
1. improved
2. about the same
3. waste of time
4. would rather not have it included
5. I have no teachers who include career information

MATERIALS AND EQUIPMENT

For each of the materials below, rate the amount of benefit you think you received from using it:
"4" means very useful
"3" means somewhat useful
"2" means barely of value
"1" means not at all useful
"0" means you haven't used it at all.

(24)	A book on a specific career or career group	0	1	2	3	4
(25)	A pamphlet about a career or group of careers	0	1	2	3	4
(26)	A college catalog	0	1	2	3	4
(27)	The loose files of career information	0	1	2	3	4
(28)	A career workbook or a career exercise	0	1	2	3	4
(29)	The Occupational Outlook Handbook	0	1	2	3	4
(30)	A career magazine, or an article in a career magazine	0	1	2	3	4

(31) How much of your time in the Career Center has been spent working with the printed, recorded, taped or audio-visual materials (books, pamphlets, catalogs, slides, filmstrips, etc.)?

0. none
1. less than 20%
2. 20-40%
3. 40-60%
4. more than 60%

Listed below are a number of different pieces of equipment which can be used by the student to play back material having career information. Next to each item, we've asked that you indicate first the number of times you have used the piece of equipment, and then to rate the effectiveness of the equipment on the basis of ease of use, clearness of presentation, and dependability.

Item:	Usage:		Rating of Effectiveness:	
Casette, with pre-recorded tapes	(32)	0. never 1. one time 2. 2-5 times 3. 6-10 times 4. more than 10 times	(33)	0. excellent 1. good 2. average 3. poor 4. haven't used
Soundstrip	(34)	0. never 1. one time 2. 2-5 times 3. 6-10 times 4. more than 10 times	(35)	0. excellent 1. good 2. average 3. poor 4. haven't used
Filmstrip	(36)	0. never 1. one time 2. 2-5 times 3. 6-10 times 4. more than 10 times	(37)	0. excellent 1. good 2. average 3. poor 4. haven't used
Microfilm Viewer	(38)	0. never 1. one time 2. 2-5 times 3. 6-10 times 4. more than 10 times	(39)	0. excellent 1. good 2. average 3. poor 4. haven't used
Videotape	(40)	0. never 1. one time 2. 2-5 times 3. 6-10 times 4. more than 10 times	(41)	0. excellent 1. good 2. average 3. poor 4. haven't used

VIEW Machine

(42)
0. never
1. one time
2. 2-5 times
3. 6-10 times
4. more than 10 times

(43)
0. excellent
1. good
2. average
3. poor
4. haven't used

(44) Which materials do you find most useful in the Career Center?
0. film
1. books on careers
2. handouts to take home
3. slides
4. career magazines

(45) Which Career Center programs and services do you find most useful?
0. speaker's programs
1. group counseling with Career Counselor
2. individual counseling with Career Counselor
3. field trips to places where people work
4. speaker's seminars

(46) From which activities do you learn most about your expected career areas?
0. paid work experience
1. exploratory work experience without pay
2. vocational training in the school classroom
3. school shop or consumer education classes (woodshop, home economics, etc.)
4. academic classes (math, English, history, etc.)

(47) How often do you have difficulty finding what materials you need in the Career Center?
0. never
1. sometimes
2. often

(48) How much of your time spent in the Career Center has been spent assisted by the Career Technician?
0. almost none
1. less than 5%
2. 5-10%
3. 10-20%
4. more than 20%

(49) How much of your time spent in the Career Center has been spent with the Work Experience Coordinator?
0. almost none
1. less than 5%
2. 5-10%
3. 10-20%
4. more than 20%

(50) How much of your time in the Career Center has been spent assisted by the Career Counselor?
0. almost none
1. less than 5%
2. 5-10%
3. 10-20%
4. more than 20%

(51) Has your time spent assisted by the Career Aide been:
0. extremely helpful
1. helpful
2. so-so
3. not of much help

(52) Has the time spent assisted by the Work Experience Coordinator been:
0. extremely helpful
1. helpful
2. so-so
3. not of much help

(53) Has the time spent with the Career Counselor been:
0. extremely helpful
1. helpful
2. so-so
3. not of much help

INTEREST SURVEYS AND INVENTORIES

Questions 54-64 are about Interest Surveys and Inventories which you may have taken.

(54) Which of the following interest inventories have you taken most recently?
0. JOB-O
1. COPS
2. Kuder
3. OVIS
4. I have not taken one of those listed above

(55) How were the survey results interpreted to you?
0. to the entire class at once
1. to a small group
2. individually
3. no interpretation has been done
4. haven't taken an interest inventory

(56) Who told you what the results meant?
0. the teacher
1. the program or grade level counselor
2. the Career Counselor
3. someone else helped me interpret the results
4. no interpretation has been given
5. haven't taken an interest inventory

(57) How much total time was spent in discussing the results?
0. less than 5 minutes
1. 5-10 minutes
2. 10-20 minutes
3. don't recall
4. there has been no interpretation
5. haven't taken an interest inventory

(58) Choose from among the following the statement which best expresses your feelings about the results of the inventory:
0. I felt that the test gave a generally good (accurate) representation of my interests, aptitudes, abilities.
1. I feel that the test results did not reflect very well where my interests are.
2. Most importantly, it showed me where my strong areas are.
3. Most importantly, it showed me where my weak areas are.
4. Haven't taken an interest inventory

Please indicate which of the following actions you have taken as a result of what the Interest Inventory told you:

(59) Have you gone to a Career Center to find out more about recommended job areas?
0. Yes
1. No

(60) Have you had a conference with the Career Counselor to discuss some aspect of your career plans?
0. Yes
1. No

(61) Have you sought paid work in a work area recommended by the survey?
0. Yes
1. No

(62) Have you used the results to aid in preparation of your career plans?
0. Yes
1. No

(63) Have you found a job in the work area recommended by the survey?
0. Yes
1. No

(64) Have you tried to get some exploratory work experience in the area recommended by the survey?
0. Yes
1. No

The following questions will have answers which aren't machine readable. Please write your responses in the spaces provided:

Which career related materials, films and printed matter, have you read or viewed in the last two weeks? (Please be as specific as you can.)

Title 1: _____

Title 2: _____

Title 3: _____

In the space below, list as much of the content (i.e. salaries, job requirements, education requirements, etc.) which you remember reading or seeing from each of the titles listed above:

Title 1:

Title 2:

Title 3:

TABLE D

SPEC SHEET

(Student Profile for Exploring Careers)

Within your school program, there are a number of activities and services which are intended to assist you in making career choices and career plans. These career choices and plans may be directed toward getting a job, taking an occupational course or going on for further education. The SPEC SHEET is designed to help you learn more about your career interest areas and is also designed to assist the school in providing appropriate counseling and guidance activities, occupational courses and occupation information.

INSTRUCTIONS

Please read each question thoughtfully. This is not a time test and we are looking for thoughtful responses. Use a number-two (2) pencil and mark only one answer per question. Make certain you answer all questions and if you change an answer, erase the old mark completely. First, fill in your name, address, school and counselor on the front of the SPEC SHEET. On your Answer Sheet, fill in the Student Identification Number that is printed on the front of the SPEC SHEET. Please note that we have identified Answer Sheet numbers 70-74 on the front of the SPEC SHEET. Below the Answer Sheet number, we have entered your student code number. Now, on the Answer Sheet, mark your student code number in accordance with the Answer Sheet number identified.

Name_____ Age _____
Last First Initial

Address_____ Phone_____
Number Street City Zip

School _____ Counselor _____

70 71 72 73 74

Student Code Number __ __ __ __ __

I **Please list three career interest areas (What specific interests do you have?).**

II **Please list three of your ability areas (What do you think you're good at?).**

III **Please list three occupations which relate to your interest and ability areas.**

IV **Please indicate the following basic information.**

1. Sex:
   (1) Male (2) Female.

2. What grade are you in?
   (1) 7 (3) 9 (5) 11 (7) 1st year college
   (2) 8 (4) 10 (7) 12 (8) 2nd or more year college

3. I estimate my last year grades to be:
   (1) Mostly A's
   (2) Mostly A's and B's
   (3) Mostly B's
   (4) Mostly B's and C's
   (5) Mostly C's
   (6) Mostly C's and D's
   (7) Mostly D's

4. What is your ethnic background or race?
   (1) American Indian
   (2) Black
   (3) Caucasian (White)
   (4) Mexican-American
   (5) Oriental
   (6) Other

V **Please tell us how important the following statements are to you in choosing an occupation or job.**

5. I want a well-defined job.
   (1) Not at all (2) A little (3) Somewhat (4) Fairly (5) Very important

6. The job requires me to work by myself.
   (1) Not at all (2) A little (3) Somewhat (4) Fairly (5) Very important

7. I have responsibilities.
   (1) Not at all (2) A little (3) Somewhat (4) Fairly (5) Very important

8. I can search for new methods in my work.
   (1) Not at all (2) A little (3) Somewhat (4) Fairly (5) Very important

9. I like working with objects rather than people.
   (1) Not at all (2) A little (3) Somewhat (4) Fairly (5) Very important

10. I get to work with groups of people.
    (1) Not at all (2) A little (3) Somewhat (4) Fairly (5) Very important

11. My work is self-directed.
    (1) Not at all (2) A little (3) Somewhat (4) Fairly (5) Very important

12. My work involves helping people.
    (1) Not at all (2) A little (3) Somewhat (4) Fairly (5) Very important

13. My co-workers are important to me.
    (1) Not at all (2) A little (3) Somewhat (4) Fairly (5) Very important

14. I have job security because I work in a big business.
    (1) Not at all (2) A little (3) Somewhat (4) Fairly (5) Very important

15. I would like to be a part owner of a business.
    (1) Not at all (2) A little (3) Somewhat (4) Fairly (5) Very important

VI **On questions 16 and 17, please indicate two types of work which are interesting to you. Mark on question 16, one of the following and then go to question 17 and mark one of the following.**

(1) Agriculture and Outdoor work (work with land, animals or plant life)

(2) Artistic Jobs (work in drama, music, design or painting)

(3) Business office or Clerical work (work in ordering, typing, office procedures)

(4) Communications and Literary work (work involving reading, writing, editing)

(5) Health Occupation (work in health care)

(6) Industrial and Construction Occupation (work to build or produce)

(7) Public and Social Service Careers (work to assist public; such as social work, waiter, administrator, lawyer)

(8) Sales and Marketing (work in public relations or advertising)

(9) Science and Engineering (work in problem solving; such as chemistry, bridge building)

(0) Don't know

VII **On questions 18 and 19, please indicate two areas where you have the most ability. In other words, what do you consider to be your strongest ability areas? Again, mark on question 18 one of the following and then go to 19 and mark one of the following.**

(1) Clerical Ability (I am good at details and procedures)

(2) Mechanical Ability (I am good with machines and tools)

(3) Numerical Ability (I am good at figuring with numbers)

(4) Physical Ability (I am good in physical work)

(5) Scientific Ability (I am good at solving problems)

(6) Social Ability (I am good at talking to people)

(7) Form Ability (I am good at organizing objects and putting things together)

(8) Verbal Ability (I am good at writing)

(0) Don't know

VIII Below you will see 105 occupations which are related to different career clusters. You have probably thought about some of these occupational choices. Of the 105 occupational choices, please select five (5) occupations in which you have an interest. Please tell us which are your first, second, third, fourth and fifth choices by placing a one (1) beside your first choice, a two (2) beside your second choice, a three (3) beside your third choice, a four (4) beside your fourth choice and a five (5) beside your fifth choice. You may select less than 5 choices; make certain to select at least 3 choices.

AGRICULTURE AND OUTDOOR WORK

002 Animal Trainer *
004 Canner
006 Dairy Worker
008 Farmer
010 Fisherman
012 Forest Ranger
014 Gardener
016 Landscape Architect
018 Nursery Worker
020 Pest Exterminator
022 Veterinarian

ARTISTIC OCCUPATIONS

102 Actor
104 Artist
106 Clockmaker
108 Dancer
110 Interior Decorator *
112 Jeweler
114 Model *
116 Musician
118 Stuntperson

BUSINESS OR CLERICAL WORK

202 Accountant
204 Bank Employee
206 Bill Collector
208 Bookkeeper
210 Cashier
212 Express Agent
214 File Clerk
216 Insurance Agent
218 Payroll Clerk
220 Real Estate Salesperson
222 Retail Salesperson
224 Sales Manager
226 Secretary
228 Stenographer
230 Stock Broker

COMMUNICATIONS AND LITERARY WORK

302 Editors
304 Newspapermen
306 Photographer
308 Printer
310 Reporters
312 TV Announcers
314 Writers

COMMUNITY AND PERSONAL SERVICE

402 Athlete
404 Baker
406 Barber
408 Coach
410 Cook
412 Hairdresser
414 Hotel Staff Person
416 Meat Cutter
418 Preacher
420 Restaurant, Bar, Cafe Manager
422 Waiter, Waitress

HEALTH OCCUPATION

502 Dental Assistant
504 Dentist
506 Drug Salesperson
508 Hospital Administrator
510 Medical Lab Technician
512 Nurse's Aide *
514 Physician
516 Psychologist
518 Registered Nurse
520 Therapist
522 X-Ray Technician

INDUSTRIAL AND CONSTRUCTION

602 Air Conditioning, Refrigerator, Heating Mechanic
604 Architect
606 Auto Body Repairer
608 Auto Mechanic
610 Brickmason
612 Carpenter
614 Diesal Mechanic
616 Drafter
618 Electrician
620 Heavy Equipment Operator
622 Machinist
624 Painter
626 Sheet Metal Worker
628 Truck Driver
630 Warehouser
632 Welder

PUBLIC AND SOCIAL SERVICE

702 Airplane Pilot *
704 Armed Forces *
706 Bus Driver
708 College Professor
710 Elementary Teacher
712 Lawyer
714 Librarian
716 Mail Person
718 Police Officer
720 Politician
722 Administrator
724 Secondary Teacher
726 Social Worker
728 Stewardess *
730 Urban Planner
732 Vocational Counselor

SALES AND MARKETING

802 Advertising Agent
804 Auctioneer
806 Public Relations Agent
808 Sales Representative
810 Retail Clerk
812 Retail Food Checker
814 Salesperson
816 Solicitors

SCIENCE AND ENGINEERING

902 Biologist
904 Chemist
906 Computer Programmer
908 Engineer
910 Engineering Technician
912 Lab Technician
914 Physicist
916 Statistician

999 Other *

* Occupations not included on the original SPEC Sheet.

IX You have just indicated some occupational choices. Now, please respond to the following questions regarding these choices or other occupational choices not listed.

20. How much assistance from counselors or other guidance personnel have you received exploring these careers?
(1) None at all (2) A little (3) Some (4) Quite a bit (5) A great deal

21. How often have you talked with friends about these career possibilities?
(1) None at all (2) A little (3) Some (4) Quite a bit (5) Very often

22. How many times have you read materials (papers, books, magazines) in exploring any of these careers?
(1) Zero (2) 1-2 times (3) 3-4 times (4) 5-6 times (5) 7 or more

23. How many times have you used various equipment (tapes, films, computers) to assist you in exploring these careers?
(1) Zero (2) 1-2 times (3) 3-4 times (4) 5-6 times (5) 7 or more

24. To what degree have you thought about taking an occupational course (ROP, Voc. Ed., or other) to learn about any of these careers?
(1) None at all (2) A little (3) Some (4) Quite a bit (5) Very much

25. To what degree do you take part in school activities to help you decide what job to get after high school?
(1) None (2) A little (3) Some (4) Quite a bit (5) Very much

26. To what degree are you currently interested in learning more about a particular career?
(1) None (2) A little (3) Some (4) Quite a bit (5) Very much

27. To what degree are you interested in getting a job in any of these occupations?
(1) Not at all (2) A little (3) Some (4) Quite a bit (5) A great deal

28. How much are you looking around for related work in these occupations?
(1) Not at all (2) A little (3) Some (4) Quite a bit (5) A great deal

29. How much do you know about the requirements of these occupations?
(1) Nothing (2) A little (3) Some (4) Quite a bit (5) A great deal

30. Do you have an idea what working would be like in any of these careers?
(1) Not at all (2) A little (3) Some (4) Quite a bit (5) A great deal

31. How certain are you that any of these occupational choices are just right for you?
(1) Not at all (2) A little (3) Somewhat (4) Fairly sure (5) Very sure

32. To what degree are the careers related to your interest area?
(1) Not at all (2) A little (3) Some (4) Quite a bit (5) Very much

33. To what degree are the above careers related to your ability area?
(1) Not at all (2) A little (3) Some (4) Quite a bit (5) Very much

34. How much have you made plans to learn about the above occupational choices?
(1) Not at all (2) A little (3) Some (4) Quite a bit (5) Very much

35. How much have you tried to get any work (full or part-time) related to the above occupational choices?
(1) Not at all (2) A little (3) Some (4) Fairly hard (5) Very hard

36. If you were offered three jobs from the above list of occupations, are you certain how to choose between them?
(1) Uncertain (2) A little (3) Somewhat (4) Fairly (5) Very certain

37. Are you taking the right courses for the above occupational choices?
(1) No (2) Not enough (3) Maybe (4) Probably (5) Definitely

38. How much have you planned to take courses related to the above occupational choices?
(1) None at all (2) A little (3) Some plans (4) Made plans (5) Carefully made plans

X **The following questions relate to general activities at school. Please continue answering the questions.**

39. To what degree do you plan your own course schedule?
(1) Not at all (2) A little (3) Some (4) A lot (5) Almost all of it

40. How much assistance do you get in scheduling classes you want?
(1) None (2) A little (3) Some (4) Quite a bit (5) A great deal

41. How far in advance can you make your own decisions?
(1) One day (3) One week (5) 6 months
(2) 2-3 days (4) One month (6) One year

42. What are you planning after graduation?
(1) Obtain full-time work (5) Travel
(2) Don't have any plans (6) Go to a 2 or 4 year college
(3) Obtain part-time work (7) Go to a 4 year college and on to Grad school
(4) Complete apprenticeship (8) Join military

43. How certain are you of future plans?
(1) Uncertain (2) A little (3) Somewhat (4) Fairly (5) Very certain

44. How many times in this school year have you visited the Career Center or place where you obtain career information?
(1) Never (2) 1-2 times (3) 3-5 times (4) 5-6 times (5) 7 or more times

45. In your school, where do you find out about occupational career information?
(1) Counselor (3) Teacher (5) Friend
(2) Work Experience Coordinator (4) Career Assistance Personnel (6) Guidance Personnel

46. To what degree are the counselors and guidance personnel in your school aware of different resources (materials, programs, jobs, classes) which are important for careers?
(1) Not at all (2) A little (3) Somewhat (4) Fairly aware (5) Extremely aware

47. Do you feel that the counselors can assist you in planning an educational and training program which meets your needs?
(1) Not at all (2) A little (3) Somewhat (4) Quite a bit (5) Extremely well

48. To what degree are you receiving enough career guidance information at your school?
(1) None (2) Not enough (3) Some (4) Quite a bit (5) A great deal

49. To what degree do you want more career information from the counseling and guidance staff?
(1) Not at all (2) A little (3) Some (4) Quite a bit (5) A great deal

50. Have you had a job in the last 2 years?
(1) Yes (2) No

51. What kind of job was it?
(1) Didn't have a job
(2) Part-time general work
(3) summer job
(4) Part-time work in school
(5) Full-time work

52. How did you find out about your job?
(1) Career Center
(2) Work Experience Coordinator
(3) Friend
(4) Parent or Relation
(5) Newspaper
(6) Career Counselor

53. Who helped you get the job?
(1) Got it myself
(2) Friend
(3) Career Counselor
(4) Work Experience Coordinator
(5) Parent
(6) Counselor

54. How was the job related to school programs or courses you were taking?
(1) Related to Work Experience Program
(2) Related to course I am taking
(3) Related to occupational course (ROP, Voc.Ed., or other)
(4) Related to after school programs
(5) Related to Career Center Activities
(6) Unrelated to school programs

55. Describe your most recent involvement in an occupational course (ROP, Voc.Ed., or other).
(1) Enrolled now
(2) Enrolled last summer
(3) Enrolled last year
(4) Enrolled 2 or more years ago
(5) Plan to enroll
(6) Never enrolled

56. Why did you enroll in occupational courses (ROP, Voc.Ed., or other)?
(1) Helped me obtain jobs in this area
(2) Further training
(3) Job advancement
(4) Explore different occupations
(5) Personal enrichment
(6) Leisure time activity
(7) Didn't enroll

57. If you've had a job, how much is it related to occupational courses that you have taken (ROP, Voc.Ed., or other)?
(1) Not at all
(2) A little
(3) Some
(4) Quite a bit
(5) Very much
(6) Never had a job

TABLE E

CAREER GUIDANCE IMPACT SURVEY

Within your school program, there are a number of activities, and services which are intended to assist you in making career choices and career plans. These career choices and plans may be directed toward getting a job, taking an occupational course or going on for further education. This survey is designed to help you learn more about your career interest areas and is also designed to assist the school in providing appropriate counseling and guidance activities and occupational information.

INSTRUCTIONS

Please read each question thoughtfully. This is not a time test and we are looking for thoughtful responses. Please circle the response you choose for each of the questions. First, fill in your name and the name of your school in the space provided below and begin.

Name_____ School_____

Please indicate the following basic information.

1. Sex:
   (1) Male (2) Female

2. What grade are you in?
   (1) 7 (3) 9 (5) 11 (7) College
   (2) 8 (4) 10 (6) 12

3. I estimate my last year grades to be:
   (1) Mostly A's (5) Mostly C's
   (2) Mostly A's and B's (6) Mostly C's and D's
   (3) Mostly B's (7) Mostly D's
   (4) Mostly B's and C's

4. What is your ethnic background or race?
   (1) American Indian (4) Mexican-American
   (2) Black (5) Oriental
   (3) Caucasian (White) (6) Other

5. How many times have you visited a Career Center this school year?
   (1) none (2) 1-2 times (3) 3-4 times (4) 5-6 times (5) 7 or more times

6. What are your plans for after high school?
   (1) Don't have any
   (2) Obtain full-time employment before graduation
   (3) Obtain full-time employment after graduation
   (4) Obtain part-time work and see what happens
   (5) Not sure, so going to community college
   (6) Join military
   (7) Travel
   (8) Going to community college with career in mind
   (9) Attend 4-year college

7. How certain are you of the above plans?
   (1) Not certain at all
   (2) A little certain
   (3) Somewhat certain
   (4) Fairly certain
   (5) Very certain

8. Why do you most often visit the Career Center?
   (1) Haven't been
   (2) As part of class orientation
   (3) To find out about college programs
   (4) To find out about trade schools or apprenticeship programs
   (5) To get work experience
   (6) To get a job
   (7) For non-career related reasons (eat lunch, study hall, etc.)
   (8) To talk to counselor about different careers
   (9) To find out about different career possibilities

9. To what degree to you want assistance in making plans for the future from career guidance persons?
   (1) Do not want any
   (2) Want a little
   (3) Want some
   (4) Want a fair amount
   (5) Want a great deal

Below you will see 113 occupations which are related to different career clusters. You have probably thought about some of these occupational choices. Of the 113 occupational choices, please select three (3) occupations in which you have an interest. Please tell us which are your first, second, and third choices by placing a one (1) beside your first choice, a two (2) beside your second choice, and a three (3) beside your third choice.

GRICULTURE AND OUTDOOR WORK

002 Animal Trainer
004 Canner
006 Dairy Worker
008 Farmer
010 Fisherman
012 Forest Ranger
014 Gardener
016 Landscape Architect
018 Nursery Worker
020 Pest Exterminator
022 Veterinarian

RTISTIC OCCUPATIONS

102 Actor
104 Artist
106 Clockmaker
108 Dancer
110 Interior Decorator
112 Jeweler
114 Model
116 Musician
118 Stuntperson

USINESS OR CLERICAL WORK

202 Accountant
204 Bank Employee
206 Bill Collector
208 Bookkeeper
210 Cashier
212 Express Agent
214 File Clerk
216 Insurance Agent
218 Payroll Clerk
220 Real Estate Salesperson
222 Retail Salesperson
224 Sales Manager
226 Secretary
228 Stenographer
230 Stock Broker

MMUNICATIONSNAND LITERARY WORK

302 Editors
304 Newspapermen
306 Photographer
308 Printer
310 Reporters
312 TV Announcers
314 Writers

COMMUNITY AND PERSONAL SERVICE

402 Athlete
404 Baker
406 Barber
408 Coach
410 Cook
412 Hairdresser
414 Hotel Staff Person
416 Meat Cutter
418 Preacher
420 Restaurant, Bar, Cafe Manager
422 Waiter, Waitress

HEALTH OCCUPATIONS

502 Dental Assistant
504 Dentist
506 Drug Salesperson
508 Hospital Administrator
510 Medical Lab Technician
512 Nurse's Aide
514 Physician
516 Psychologist
518 Registered Nurse
520 Therapist
522 X-Ray Technician

INDUSTRIAL AND CONSTRUCTION

602 Air Conditioning, Refrigerator, Heating Mechanic
604 Architect
606 Auto Body Repairer
608 Auto Mechanic
610 Brickmason
612 Carpenter
614 Diesal Mechanic
616 Drafter
618 Electrician
620 Heavy Equipment Operator
622 Machinist
624 Painter
626 Sheet Metal Worker
628 Truck Driver
630 Warehouser
632 Welder

PUBLIC AND SOCIAL SERVICE

702 Airplane Pilot
704 Armed Forces
706 Bus Driver
708 College Professor
710 Elementary Teacher
712 Lawyer
714 Librarian
716 Mail Person
718 Police Officer
720 Politician
722 Administrator
724 Secondary Teacher
726 Social Worker
728 Stewardess
730 Urban Planner
732 Vocational Counselor

SALES AND MARKETING

802 Advertising Agent
804 Auctioneer
806 Public Relations Agent
808 Sales Representative
810 Retail Clerk
812 Retail Food Checker
814 Salesperson
816 Solicitors

SCIENCE AND ENGINEERING

902 Biologist
904 Chemist
906 Computer Programmer
908 Engineer
910 Engineering Technician
912 Lab Technician
914 Physicist
916 Statistician

999 Other

You have just indicated some occupational choices. Now, please respond to the following questions regarding these choices or other occupational choices not listed.

10. How much assistance from counselors or other guidance personnel have you received exploring these careers or other career possibilities?
(1) None at all (2) A little (3) Some (4) Quite a bit (5) A great deal

11. How often have you talked with friends about these career possibilities?
(1) None at all (2) A little (3) Some (4) Quite a bit (5) Very often

12. How many times have you read materials (papers, books, magazines) in exploring any of these careers or other career possibilities?
(1) Zero (2) 1-2 times (3) 3-4 times (4) 5-6 times (5) 7 or more times

13. How many times have you used various equipment (tapes, films, computers) to assist you in exploring these careers or other career possibilities?
(1) Zero (2) 1-2 times (3) 3-4 times (4) 5-6 times (5) 7 or more times

14. To what degree have you thought about taking an occupational course (ROP, Voc. Ed., or other) to learn about any of these careers or other career possibilities?
(1) None at all (2) A little (3) Some (4) Quite a bit (5) Very much

15. How much are you looking around for work related to a particular career possibility?
(1) Not at all (2) A little (3) Some (4) Quite a bit (5) A great deal

16. How much do you know about the requirements of these occupations or careers?
(1) Nothing (2) A little (3) Some (4) Quite a bit (5) A great deal

17. Do you have an idea what working would be like in any of these occupations or careers?
(1) Not at all (2) A little (3) Some (4) Quite a bit (5) A great deal

18. How certain are you that any of these occupational choices are just right for you?
(1) Not at all (2) A little (3) Somewhat (4) Fairly sure (5) Very sure

19. How much have you made plans to learn about the above occupational choices?
(1) Not at all (2) A little (3) Some (4) Quite a bit (5) Very much

20. How much have you tried to get any work (full or part-time) related to the above or to other occupational choices?
(1) Not at all (2) A little (3) Some (4) Fairly hard (5) Very hard

21. If you were offered three jobs from the above list of occupations, are you certain how to choose between them?
(1) Uncertain (2) A little (3) Somewhat (4) Fairly (5) Very certain

22. Are you taking the right courses for the above careers or for other occupational choices?
(1) No (2) Not enough (3) Maybe (4) Probably (5) Definitely

23. How much have you planned to take courses related to the above or other occupational choices?
(1) None at all (2) A little (3) Some plans (4) Made plans (5) Carefully made plans

The following questions relate to general activities at school. Please continue answering the questions.

24. How many career speakers programs have you attended in the last 6 months?
(1) None (2) 1-2 programs (3) 3-4 programs (4) 5-6 programs (5) 7 or more programs

25. How many times have you gone on a field trip to see people working in their place of work?
(1) Never (2) 1-2 times (3) 3-4 times (4) 5-6 times (5) 7 or more times

26. How much are you aware of occupational courses?
(1) Not at all (2) A little (3) Somewhat (4) Quite a bit (5) A great deal

27. To what degree do you plan your own course schedule?
(1) Not at all (2) A little (3) Some (4) A lot (5) Almost all of it

28. How much assistance do you get in scheduling classes you want?
(1) None (2) A little (3) Some (4) Quite a bit (5) A great deal

29. To what degree do you take part in school activities to help you decide what job to get after high school?
(1) None (2) A little (3) Some (4) Quite a bit (5) Very much

30. To what degree are you currently interested in learning more about a particular career?
(1) None (2) A little (3) Some (4) Quite a bit (5) Very much

31. In your school, where do you find out about occupational career information?
(1) Counselor (3) Teacher (5) Friend
(2) Work Experience Coordinator (4) Career Assistance Personnel (6) Guidance Personnel

32. To what degree are the counselors and guidance personnel in your school aware of different resources (program materials, programs, jobs, classes) which are important for careers?
(1) Not at all (2) A little (3) Somewhat (4) Fairly aware (5) Extremely aware

33. Do you feel that the counselors can assist you in planning an educational and training program which meets your needs?
(1) Not at all (2) A little (3) Somewhat (4) Quite a bit (5) Extremely well

34. To what degree are you receiving enough career guidance information at your school?
(1) None (2) Not enough (3) Some (4) Quite a bit (5) A great deal

35. To what degree do you want more career information from the counseling and guidance staff?
(1) Not at all (2) A little (3) Some (4) Quite a bit (5) A great deal

36. How much career guidance at your school have you had in learning about different occupations and career possibilities?
(1) None (2) 1 hour (3) 2-3 hours (4) 5-6 hours (5) 7 or more hours

37. To what degree is career guidance important in learning about available occupations or career possibilities?
(0) Haven't had any
(1) Not at all important
(2) A little important
(3) Somewhat important
(4) Fairly important
(5) Very important

38. How helpful is the career guidance you receive in your school?
(0) Haven't had any
(1) Not helpful
(2) A little helpful
(3) Somewhat helpful
(4) Fairly helpful
(5) Very helpful

39. To what degree do you feel the career counselor(s) in your school can help you in examining career possibilities?
(0) Haven't talked to the Career Counselor
(1) Can't help at all
(2) Can help a little
(3) Can help to some degree
(4) Can help a fair amount
(5) Can be very helpful

40. To what degree do you seek out the career counselor when you have a question about planning your future?
(1) Don't (2) A little (3) To some degree (4) A fair amount (5) A great deal

41. Have you had a job in the last 2 years which paid a regular salary?
(1) Yes (2) No

42. What kind of job was it?
(1) Didn't have a job
(2) Part-time general work
(3) Summer job
(4) Part-time work in school
(5) Full-time work

43. How did you find out about your job?
(1) Didn't have a job
(2) Career Center
(3) Work Experience Coordinator
(4) Friend
(5) Parent or Relation
(6) Career Counselor
(7) Other

44. Who helped you get the job?
(1) Didn't have a job
(2) Got it myself
(3) Friend
(4) Career Counselor
(5) Work Experience Coordinator
(6) Parent or Relation
(7) Other

45. How was the job related to school programs or courses you were taking?
(1) Related to Work Experience Program
(2) Related to course I am taking
(3) Related to occupational course (ROP, Voc.Ed., or other)
(4) Related to after school program
(5) Related to Career Center activities
(6) Unrelated to school programs

46. Describe your most recent involvement in an occupational course (ROP, Voc.Ed., or other).
(1) Enrolled now
(2) Enrolled last summer
(3) Enrolled last year
(4) Enrolled 2 or more years ago
(5) Plan to enroll
(6) Never enrolled

47. Why did you enroll in occupational course (ROP, Voc.Ed., or other)?
   (1) Helped me obtain jobs in this area
   (2) Further training
   (3) Job advancement
   (4) Explore different occupations
   (5) Personal enrichment
   (6) Leisure time activity
   (7) Didn't enroll

48. If you've had a job, how much is it related to occupational courses that you have taken (ROP, Voc.Ed., or other)?
   (1) Not at all
   (2) A little
   (3) Some
   (4) Quite a bit
   (5) Very much
   (6) Never had a job
   (7) Didn't enroll

49. Have you been involved with a work experience program in the last year?
   (1) Yes (2) No

50. Indicate your most recent involvement with work experience.
   (1) Never
   (2) Two years ago
   (3) Last year
   (4) This year
   (5) This semester or quarter

51. Why did you enroll in work experience (can respond twice)?
   (1) Never enrolled
   (2) Learn about an occupation
   (3) Get experience in working in general
   (4) Get out of class
   (5) Earn spending money
   (6) Need money to stay in school
   (7) Get out of class, earn a little money

52. How did you most benefit from the work experience program?
   (1) Never enrolled
   (2) Didn't get anything out of it
   (3) Get out of class
   (4) Learned what it's like to work in general
   (5) Made some money
   (6) Learned about a particular career or career area

53. How long have you been enrolled in work experience?
   (1) Never
   (2) Dropped out before end of semester or quarter
   (3) One semester or quarter
   (4) Two semesters or quarters
   (5) Three or more semesters or quarters

TABLE F

CAREER CENTER STAFF WORKSHEET

1. Estimate the percentage of students who visit the Career Center for each of the following reasons:

Strictly voluntary (on a drop-in basis)	_____ %
	%
For an orientation or mini-unit in the Career Center	_____ %
For instruction related to work experience	_____ %
For a career course	_____ %
Other (specify)	_____ %
	100%

2. Promotional Activities:

	Yes	No
Do Career Center personnel visit classes to discuss Career Center activities?	_____	_____
Are Career Center activities publicized in the Daily Bulletin?	_____	_____
Does the Career Center have its own newsletter?	_____	_____
Do Career Center personnel conduct classwide orientations to the Career Center?	_____	_____

3. Staff:

Please indicate the number of individuals in each Career Center staff position and the amount of time each staff member spends in the Career Center or in Career Center activities.

Staff Position	No. of persons	Hours/week in Career Center Activities 0-10	10-20	20-30	30-40
Career Counselor					
Work Experience Coordinator					
Paraprofessional					
Teachers (staffing center or teaching career courses)					
Secretary					
Volunteers (total)					
Other (specify)					

Approximate the percentage of time each staff person spends in the indicated activity.

Work Experience Coordinator

Job development (contacting business community) _____%

Instruction related to work experience _____%

Job placement (other than work experience programs) _____%

Supervision related to work experience _____%

Counseling _____%

Other _____%

Total 100%

Counselor

Counseling, group _____%

Counseling, individual _____%

Administering interest surveys _____%

Interpreting interest surveys _____%

Coordinating Career Center activities _____%

Working with faculty and counselors _____%

Attracting students to Career Center (PR) _____%

Assisting students locate information _____%

Other _____%

Total 100%

Paraprofessional		Volunteers	
Assisting students	_____%	Assisting students	_____%
Maintaining and updating career information	_____%	Administering interest surveys	_____%
Attracting students to Career Center (PR)	_____%	Clerical and secretarial	_____%
Conducting student orientations	_____%	Coordinating Career Center Center activities	_____%
Updating student files	_____%	Other	
Administering interest surveys	_____%		_____%
Interpreting interest surveys	_____%	Total	100%
General clerical	_____%		
Other			
	_____%		
Total	100%		

4. Work Experience Programs

	Yes	No
A. Does your school have a work experience program?	_____	_____
Is it coordinated from the Career Center?	_____	_____
If not, is it closely articulated with Career Center activities?	_____	_____

How many students are currently enrolled in:

general work experience _____

vocational work experience _____

exploratory work experience _____

B. Please answer the following questions and check whether a "yes" answer applies to vocational, general, and/or exploratory work experience?

	Yes	No	Gen.	Expl.	Voc.
Do you require students to research a career before placement?	_____	_____	_____	_____	_____

	Yes	No	Gen.	Expl.	Voc.
Do you conduct mock interviews with students?					
Do you give students practice in preparing resumes?					
Do you give students practice in filling out job applications?					
Do you have concurrent career counseling for students in work experience?					
Do you seek a post-job evaluation from the employer?					
Do you assess the value of the work experience with the student?					

C. What percent of the students in general work experience are placed in jobs in an area of current interest?

0-5	5-10	11-15	16-20	21-25	25+

5. Career Counseling

	Yes	No
Is there a Career Counselor in the Career Center on a day to day basis?		
Do the regular counselors each spend some time in the center or rotate through the center?		
Are regular counselors provided with an orientation or inservice training to acquaint them with the center?		
Does the Career Counselor counsel students:		
on a drop-in basis?		
in conjunction with other Career Center programs?		
to assist in the formulation of career plans?		
to interpret interest survey results?		

Approximate the number of students counseled by the Career Counselor each week.

0-5	6-10	11-20	21-40	40+

6. Career Guidance in the Classroom

How many teachers incorporate career-related materials in their classrooms?

None	1-5	6-10	11-20	21-40	40+

How many teachers teach career courses or courses in decision-making?

None	1-2	3-4	5-6	7+

In each of the departments listed below, indicate the number of teachers who present career-related materials.

English _____ Physical Education _____

History _____ Shop and Vocational _____

Math _____ Life Science _____

Social Studies _____ Physical Science _____

Business _____

	Yes	No
Does the Career Center develop career units for curriculum areas?	_____	_____
Does the Career Center offer to schedule speakers and field trips for faculty?	_____	_____
Has the Career Center provided the faculty with an orientation to the center?	_____	_____
Has the Career Center provided inservice training for the faculty?	_____	_____

7. Speakers Programs and Field Trips	Yes	No
Does the Career Center bring people from outside the school to speak to students about careers?	_____	_____
Are speakers in various career areas based on measured student interests?	_____	_____
Are students who have expressed an interest in the career area contacted individually?	_____	_____
Do students participate in a question and answer session after a speakers presentation?	_____	_____

Estimate the number of speakers scheduled by the Career Center each month.

0-2	3-5	6-10	11-15	15+

	Yes	No
Does the Career Center schedule field trips which take students to observe people in their place of work? (if no proceed to next section)		
Do students research the career area prior to or following the field trip?		
Are field trips scheduled as part of career units or courses?		
Are students informed of related materials in the center following the field trip?		

How many field trips were offered last semester?

1-2	3-5	6-10	11-15	16-25

Estimate the average number of students participating in each field trip.

0-10	11-20	21-30	31-40	41+

8. Occupational Courses (ROP, Voc. Ed., etc.)

	Yes	No
Does the Career Center promote enrollment in occupational courses?		
Does the Career Center provide support services for students enrolled in occupational courses?		

Estimate the number of students in the school enrolled in occupational courses.

0-25	26-50	51-75	76-125	125+

Number of Vocational courses offered in the school.

None	1 or 2	3 or 4	5 or 6	7+

9. Self-appraisal Methods

	Yes	No
Does the Career Center utilize interest surveys to assist students in their career development?	_____	_____
Does the Career Center utilize aptitude tests to assist students in their career development?	_____	_____
How are interest surveys usually administered?		
entire school	_____	_____
entire grade level	_____	_____
selected classes	_____	_____
small groups	_____	_____
individuals upon request	_____	_____
Who most often administers interest surveys?		
teacher	_____	_____
counselor	_____	_____
Career Counselor	_____	_____
Paraprofessional	_____	_____
other	_____	_____

	Yes	No
Before the survey is administered, are students informed of the purpose of the survey and of how the results will be applied?	_____	_____
Who most often interprets interest surveys?		
teacher	_____	_____
counselor	_____	_____
Career Counselor	_____	_____
Paraprofessional	_____	_____
other	_____	_____

How much time is usually spent interpreting the survey results with students?

0-5 minutes	5-10 minutes	11-20 minutes	21-30 minutes	30+ min

Are the results of interest surveys used as a basis for:	Yes	No
career exploration in the Career Center?	_____	_____
scheduling students academic courses?	_____	_____
career planning conferences with a counselor?	_____	_____
choosing exploratory work experience stations?	_____	_____
other activities	_____	_____

10. Budget

Initial source of funding: _____

Start up costs:

Furniture $_____

Decorations $_____

Materials $_____

Other $_____

Total $_____

Present staff salary: (including Career Counselor, Work Experience Coordinator, and paraprofessional)

1. $_____ per year
2. $_____ per year
3. $_____ per year
4. $_____ per year
5. $_____ per year

Total $_____ per year

Yearly expense for materials (A-V and printed): $_____ per year

Yearly expense for equipment: $_____ per year

Other expenses, not listed above: $_____ per year

Total Career Center operating costs: $_____ per year

Do you have a Career Center budget? _____ yes _____ no

11. Evaluate (Self-Evaluation)	Yes	No
Do you evaluate Career Center performance on a regular basis (annually or semiannually)?	_____	_____
Do you have at least one staff meeting per month?	_____	_____
Do you seek verbal feedback from students on a regular basis?	_____	_____
Do you seek written feedback from students on a regular basis?	_____	_____
Do you have an annual Career Center evaluation?	_____	_____
Do you regularly seek feedback from faculty?	_____	_____
Do you regularly seek feedback from school administration?	_____	_____
Do you subject your operations to 3rd party evaluations?	_____	_____
Do you have a means of identifying juniors or seniors who have no career or educational plans?	_____	_____